

**RESULTS FROM THE TEACH FOR AMERICA
2013 NATIONAL PRINCIPAL SURVEY**

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May 2013

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Results from the Teach For America 2013 National Principal Survey

Since its inception in 1990, Teach For America has recruited graduates from the nation's top colleges and universities to teach for two years in low-income communities across the country. In recent years, Teach For America has placed corps members in early childhood education centers, further expanding the organization's reach and the number of students served. During the 2012-13 school year, more than 10,000 corps members served in nearly 3,000 schools in 46 Teach For America administrative regions.

As part of its continuous improvement plan, Teach For America regularly conducts surveys of the principals¹ of the schools² where corps members teach. Similar to previous surveys, the 2013 survey asked principals about their satisfaction with the performance of the corps members in the school and to provide ratings of corps members' teaching skills and their impact on students' academic achievement. The survey also inquired about each principal's experience with Teach For America program staff. Additionally, it asked principals to anticipate future hiring needs and why they would or would not continue to hire Teach For America corps members.

This report presents the findings of the Teach For America 2013 National Principal Survey. It begins with highlights from the survey results and reviews survey administration procedures and response rates. It then presents results from each section of the survey. Where appropriate, the results from the 2013 survey are compared to those from the 2011 survey. The appendix to this report presents the survey instrument with response frequencies.

Highlights

The results of the 2013 survey are consistent with survey results from previous years, and continue to reflect a positive view of the value of the Teach For America program.

Quality of Support

- Ninety-one percent of principals reported that they were somewhat satisfied to extremely satisfied with the support Teach For America provides to corps members. This represents an 18 percentage point increase on this measure since

¹ The 2013 National Principal Survey was administered to the leaders of schools where Teach For America corps members were placed. Respondents to the survey had many titles, including principal, headmaster, CEO, and executive director. For purposes of this report, evaluators will refer to survey respondents as principals.

² Teach For America places corps members in various educational settings, including district public schools, charter schools, and early childhood education centers with Head Start programs. For purposes of this report, the term "school" will be used to describe institutions where corps members work.

the 2011 survey, when nearly three-quarters of principals (73 percent) expressed this viewpoint.³

Impact on Student Achievement

- Over three-quarters of principals (78 percent) reported they somewhat agree to strongly agree with the statement, “The typical Teach For America corps member has a greater impact on student achievement,” when compared to the impact of other typical non-Teach For America beginning teachers (defined as being in their first or second year of teaching).⁴
- Almost two-thirds (62 percent) of principals somewhat to strongly agree with the statement, “The typical Teach For America corps member has a greater impact on student achievement,” when compared to the impact of typical non-Teach For America veteran teachers (defined as having three or more years of experience).⁵

Future Hiring

- Eighty-four percent of principals reported that if they had a teaching vacancy at their school and could hire another Teach For America corps member, they would do so.
- Sixty-two percent of principals said they planned to hire more or the same number of corps members for 2013-14 as they had for the 2012-13 school year. Thirty-eight percent planned to hire fewer or no corps members for 2013-14.
- Principals who reported that they planned to hire fewer or no corps members for the 2013-14 school year provided reasons such as not anticipating any openings, preferring to hire more experienced teachers, and having negative experiences with the program in the past.
- Two-thirds of the principals (69 percent) who anticipated hiring the same number or more Teach For America corps members for the 2013-14 school year reported that their good experience with corps members in their school was the primary reason for maintaining or increasing their numbers.

³ For this question, principals were asked to indicate their level of satisfaction with the support that Teach For America program staff provide to corps members. The six rating choices were: Extremely satisfied, moderately satisfied, somewhat satisfied, somewhat dissatisfied, moderately dissatisfied, and extremely dissatisfied.

⁴ For this question, principals were asked to indicate their level of agreement with the posed statement. The six rating choices were: Strongly agree, moderately agree, somewhat agree, somewhat disagree, moderately disagree, and strongly disagree.

⁵ See above.

Survey Administration and Response Rates

Teach For America contracted with Policy Studies Associates, Inc. (PSA) to administer the 2013 National Principal Survey. Teach For America provided PSA with a spreadsheet of the schools where Teach For America corps members were employed during the 2012-13 school year and the contact information for each school's principal. The survey was administered from late January through March of the 2012-13 school year. A survey was sent to each of the 2,939 schools⁶ employing at least one Teach For America corps member. PSA administered the survey online to principals for whom an email address was available, and the remaining principals received the survey by mail or fax. Non-responding principals who received an online link to the survey were sent reminder messages to begin or complete the survey on a weekly basis. From the 2,939 schools contacted during survey administration, PSA obtained 1,945 completed surveys, for a 66 percent response rate.⁷ The response rate for the 2013 survey was two percentage points less than the response rate for the 2011 survey (68 percent). Survey responses were obtained from principals in all 46 Teach For America administrative regions operating during the 2012-13 school year, as well as the four sub-regions of the larger Bay Area region. Exhibit 1 presents the number of schools that employed one or more Teach For America corps members in the 2012-13 school year and the survey response rates by region.

⁶ In some instances, a principal may have supervised multiple schools where corps members worked (e.g., a junior high school and a senior high school). A survey was sent to each school and the same principal may have completed more than one survey, accordingly.

⁷ Partially completed surveys were included in the calculation of response rates and the responses from these surveys were included in the analyses. PSA received 2,108 completed surveys but removed 163 surveys from the dataset during analysis primarily because some principals indicated that they did not have corps members in their school. Teach For America staff verified information for some of the principals who claimed they did not employ corps members, and those principals were removed from the denominator for the calculation as well. Principals whose responses were not verified by Teach For America staff remained in the dataset. The final dataset included responses from principals at 1,945 schools.

Exhibit 1
Survey sample and response rates, by region

Region	Total number of schools in the region	Percentage of principals responding
Alabama	38	61%
Appalachia	18	89
Baltimore	115	59
Bay Area	155	54
<i>Bay Area Sub-Region: Oakland</i>	52	37
<i>Bay Area Sub-Region: Richmond</i>	23	61
<i>Bay Area Sub-Region: San Francisco</i>	24	67
<i>Bay Area Sub-Region: San Jose</i>	56	63
Charlotte	47	94
Chicago	194	65
Colorado	92	72
Connecticut	39	69
D.C. Region	118	54
Dallas-Ft. Worth	89	79
Delaware	22	91
Detroit	67	60
Eastern North Carolina	49	71
Greater Nashville	76	70
Greater New Orleans	96	63
Greater Newark	54	54
Greater Philadelphia	77	56
Hawaii	13	77
Houston	123	63
Indianapolis	21	76
Jacksonville	31	52
Kansas City	41	73
Las Vegas Valley	56	70
Los Angeles	63	60
Massachusetts	64	80
Memphis	101	71
Metro Atlanta	164	64
Miami-Dade	15	80
Milwaukee	24	63
Mississippi Delta	116	75
New Mexico	16	75
New York	213	56
Northeast Ohio	18	89
Oklahoma	71	87

Exhibit 1 (continued)
Survey sample and response rates, by region

Region	Total number of schools in the region	Percentage of principals responding
Phoenix	89	70%
Rhode Island	15	47
Rio Grande Valley	35	83
Sacramento	6	67
San Antonio	76	71
Seattle-Tacoma	19	74
South Carolina	49	59
South Dakota	15	80
South Louisiana	36	64
Southwest Ohio	14	86
St. Louis	63	60
Twin Cities	26	54
Total	2,939	66%

Exhibit reads: Thirty-eight schools in Alabama were included in the survey sample, with 61 percent of principals responding to the survey.

Other characteristics of responding principals and their schools include:

- Over one-third of principals (41 percent) have been principals for more than five years.
- Eleven percent of principals were Teach For America alumni, a two percentage point increase compared with responses to the 2011 survey.
- Principals' range of responses about the number of years that Teach For America teachers (both corps members and alumni⁸) had worked in their school reflects the growth of Teach For America programming. Fifty-nine percent of principals reported that there had been a Teach For America teacher in their school for three years or less. Twenty-one percent of principals reported that Teach For America teachers had been in their school for four to five years, while 14 percent of principals reported Teach For America teachers had been there for six or more years.
- Three-quarters (75 percent) of principals reported that between one and four Teach For America corps members were employed at their school during the 2012-2013 school year. Almost half of the principals (46 percent) reported that

⁸ Teach for America teachers in their first or second year of teaching are referred to as corps members. Teach For America alumni are teachers who have taught for three or more years.

they employed between one and four Teach For America alumni at their school during the same time period.

- More than half of the principals (58 percent) reported that employing one to four Teach For America teachers (both corps members and alumni) would be ideal, given the size of their school and teaching staff. Eighteen percent reported that five to seven Teach For America teachers would be ideal, while 17 percent reported eight or more would be ideal.

Principal Reports on All Teach For America Teachers

Principals participating in the 2013 survey were asked to rate their satisfaction with the performance of all the Teach For America teachers in their school as a group. This section of the report looks at principals' responses to questions about the quality of Teach For America corps members. The survey asked principals to rate corps members' preparedness for teaching, their abilities and skills, and impact on their students. Principals rated the Teach For America corps members on their own, in comparison to other beginning teachers (defined as being in their first two years of teaching), and, finally, in comparison to experienced teachers (defined as having three or more years of teaching experience).

Overall Level of Satisfaction with Corps Members

Overall, principals reported being satisfied with Teach For America corps members. As seen in Exhibit 2, 94 percent of principals somewhat agree to strongly agree with the statement, "I am satisfied with the Teach For America corps members in my school."⁹ Five percent of principals moderately disagree or somewhat disagree with the statement, and 1 percent strongly disagree. They also noted that corps members offered positive contributions to their schools, with 95 percent of principals reporting that they somewhat agree to strongly agree with the statement, "Teach For America corps members make a positive difference in my school."¹⁰ Principals also indicated that they perceived consistency in abilities among corps members. Seventy-two percent of principals somewhat agree to strongly agree with the statement, "The characteristics and abilities of Teach For America corps members are consistent from one corps member to another."¹¹

⁹ For this question, principals were asked to indicate their level of agreement with the posed statement. The six rating choices were: Strongly agree, moderately agree, somewhat agree, somewhat disagree, moderately disagree, and strongly disagree.

¹⁰ See above.

¹¹ See above.

Exhibit 2
Overall level of satisfaction with corps members (N = 1,879)

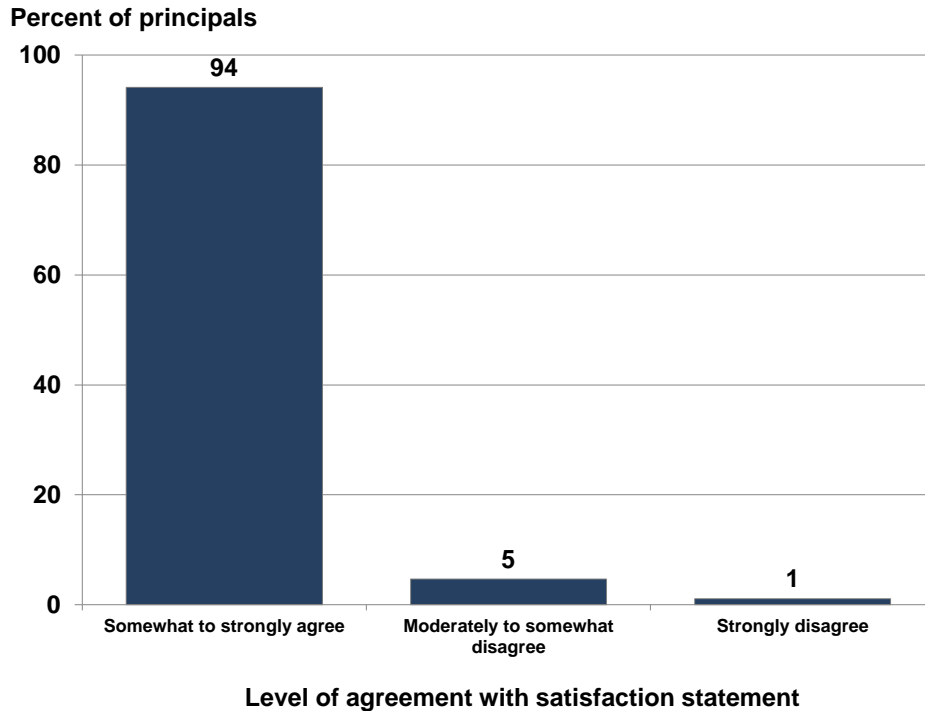


Exhibit reads: Ninety-four percent of principals somewhat to strongly agree with the statement, “I am satisfied with the Teach For America corps members in my school.”

Principals were asked to rate their typical Teach For America corps member’s characteristics and abilities in 11 different areas related to the school environment and the classroom. In nine of the 11 areas, more than half of the principals rated the Teach For America corps members in their school as excellent or very good (Exhibit 3).

Principals reported that Teach For America corps members had a positive impact on their students and the school community (Exhibit 3). For example, 67 percent of principals rated corps members as excellent or very good when asked about their ability to set ambitious goals for student achievement and having high expectations for students. Forty percent of principals rated Teach For America corps members as excellent or very good in managing classroom culture and student behavior, and 45 percent of principals rated corps members as excellent or very good in involving parents and/or guardians in the education of their children.

**Exhibit 3[at bottom of exhibit, Very Good and Poor should be lower-case]
Principals' ratings of corps members' abilities (N=1,873)**

Ability areas

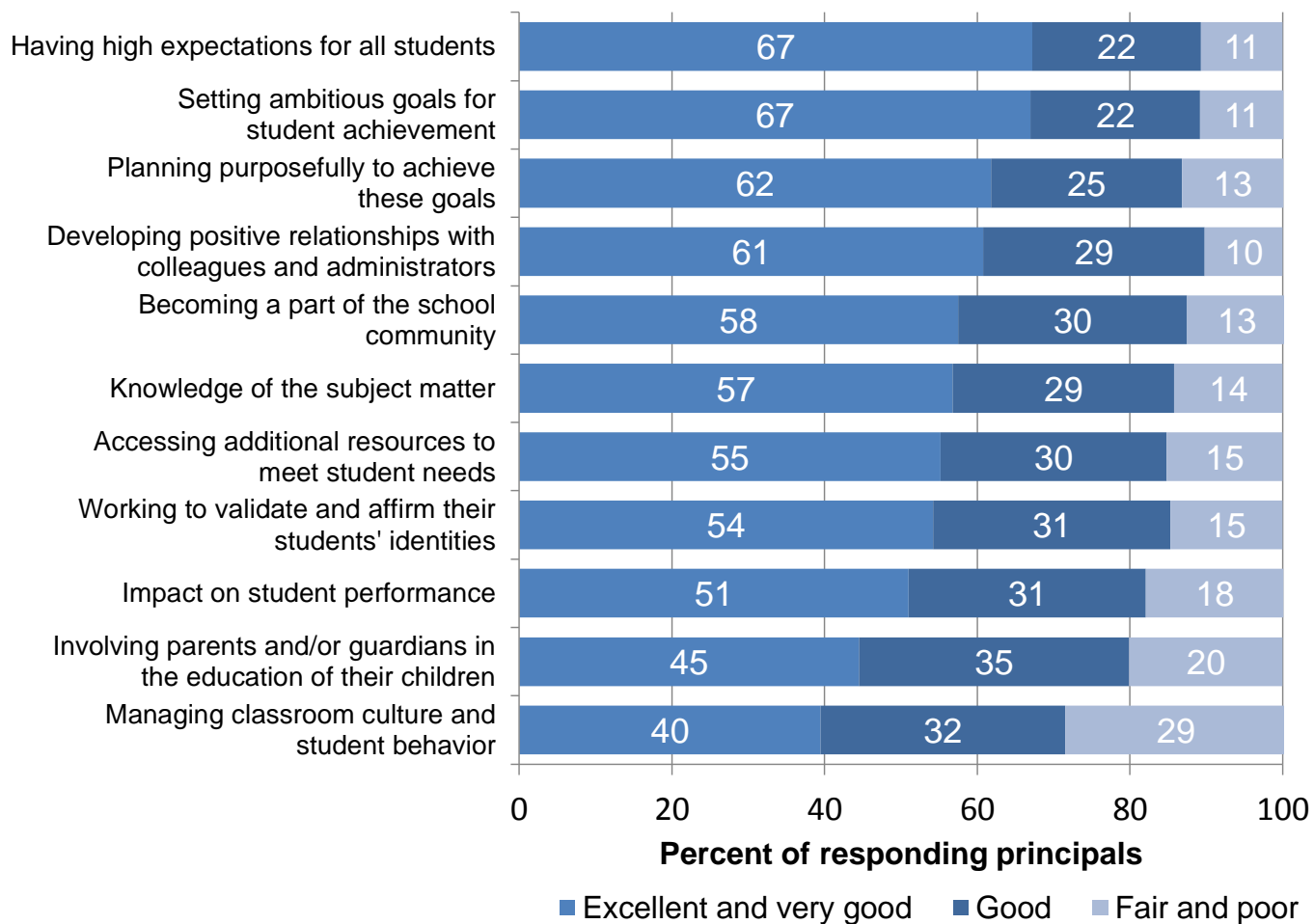


Exhibit reads: Sixty-seven percent of principals rated their average corps member(s) excellent in having high expectations for all students. Due to rounding, percentages may not sum to 100 percent.

Performance Compared to Other Beginning Teachers

Principals were also asked to rate typical Teach For America corps members' abilities in 10 areas compared with the abilities of typical non-Teach For America beginning teachers, as shown in Exhibit 4. Overall, three-quarters of principals (75 percent) rated the typical corps member as having stronger abilities than the typical beginning teacher.¹² Seventy-eight percent of principals somewhat agree to strongly agree with the statement, "The typical Teach For America corps member has a greater impact on student achievement."¹³ Principals also rated Teach For America corps members highly in comparison to other beginning teachers on their abilities to build strong relationships with other staff members at school (76 percent) and with the school community (73 percent), and to demonstrate leadership among school staff (76 percent). Fewer principals gave the typical corps member the highest ratings compared to other beginning teachers on their classroom management skills (57 percent) or ability to teach students with special needs (56 percent).

Exhibit 4
Principals' level of agreement with statements about corps members
outperforming other beginning teachers (N=1,874)

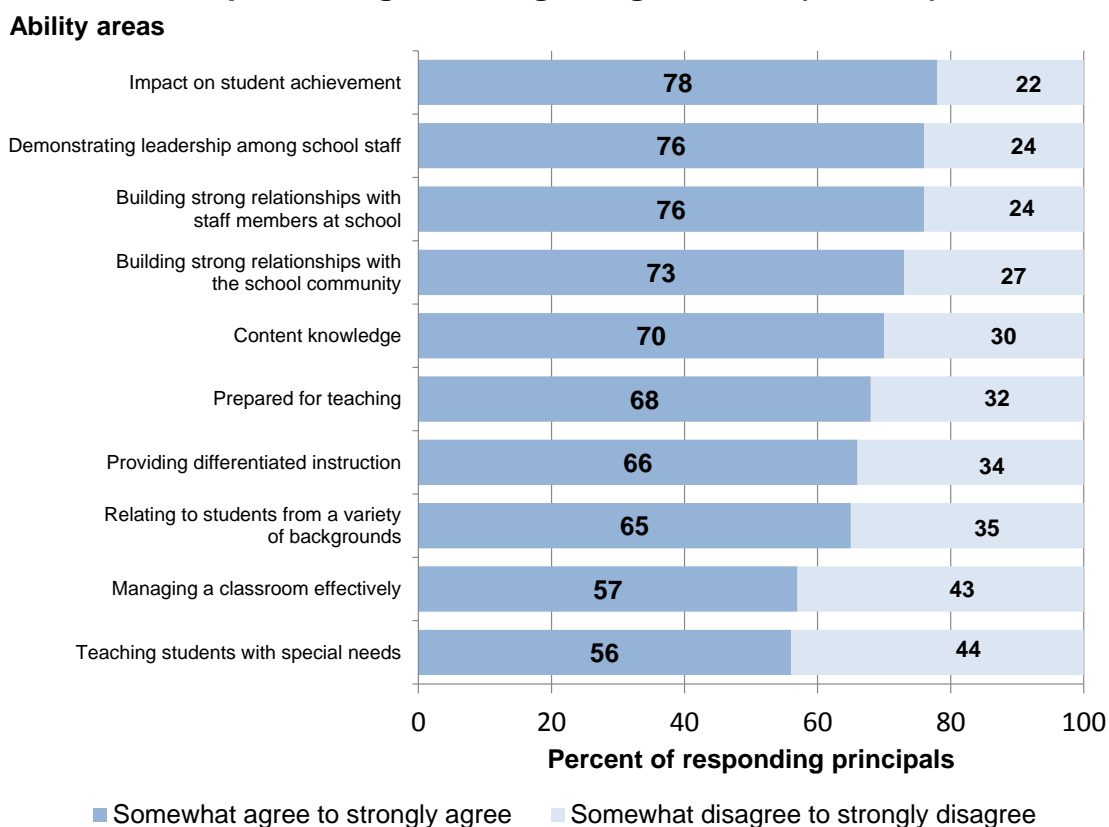


Exhibit reads: Seventy-eight percent of principals somewhat agree to strongly agree that the typical corps member outperformed the typical non-Teach For America beginning teacher in their impact on student achievement.

¹² This statistic was calculated by combining the variables for the 10 ability areas into one variable averaging responses across the 10 areas.

¹³ For this question, principals were asked to indicate their level of agreement with a series of statements about Teach For America corps members compared to non-Teach For America beginning teachers. The six rating choices were: Strongly agree, moderately agree, somewhat agree, somewhat disagree, moderately disagree, and strongly disagree.

Performance Compared to Experienced Teachers

Principals were asked to rate typical Teach For America corps members’ abilities compared with the abilities of typical experienced non-Teach For America teachers—those with three or more years of teaching experience. Their responses were consistent across the four ability areas. Sixty-two percent of principals somewhat agree to strongly agree that typical corps members, compared to more experienced teachers, have a greater impact on student achievement. An equal percent of principals agree that corps members have greater abilities to build strong relationships with other staff members (62 percent) and to demonstrate leadership skills (62 percent) compared to experienced teachers. The majority of principals also strongly agree to somewhat agree that typical corps members have a greater ability than more experienced teachers to build strong relationships with the school community (60 percent).¹⁴ On each of these measures, approximately 6 percent of principals strongly disagree with the statements favoring corps members’ abilities over those of more experienced teachers.

Exhibit 5
Principals’ level of agreement with statements about corps members outperforming more experienced teachers (N=1,849)

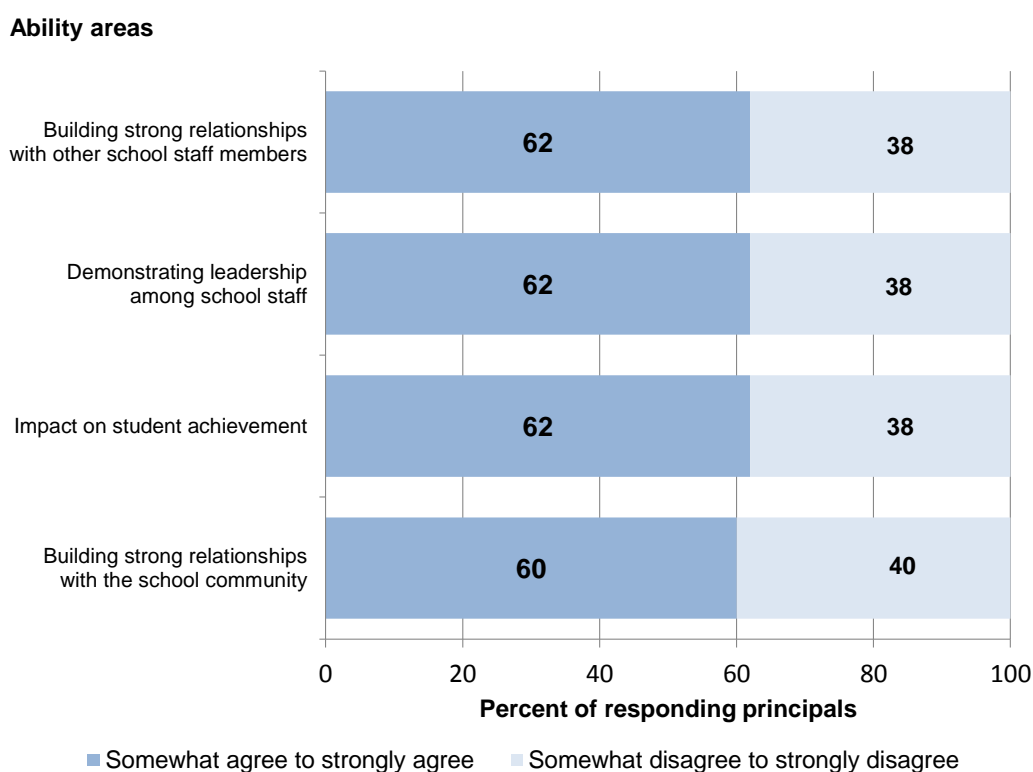


Exhibit reads: Sixty-two percent of principals somewhat agree to strongly agree that corps members outperformed more experienced teachers in their ability to build strong relationships with other school staff members.

¹⁴ For this question, principals were asked to indicate to what extent they agree with statements comparing average Teach For America corps members to typical, more experienced teachers. The six rating choices were: Strongly agree, moderately agree, somewhat agree, somewhat disagree, moderately disagree, and strongly disagree.

Principals' Overall Experience with the Teach For America Program

This section of the report includes findings about principals' interactions with Teach For America program staff and the program in general. Principals were also asked about their plans for hiring Teach For America corps members in the 2013-14 year. Principals responded to questions about whether they planned to increase or decrease the number of corps members they hired in 2012-13 and the reasons for their choices.

Experience with Teach For America Program Staff

Among principals responding to the survey, there was a wide range in the number of times per year that they or someone in their school's administration were in contact with a member of the Teach For America program staff (Exhibit 6). Twenty-two percent reported having at least monthly interactions, and another 8 percent said they were in contact with program staff between nine and 11 times per year. However, some principals reported infrequent interactions, with 20 percent of principals responding that they were in contact with program staff just one to two times per year and 5 percent reporting no contact during the 2012-13 school year.

Exhibit 6
Frequency of interaction between principals and
Teach For America program staff

Frequency of Interaction	Percent of Principals (<i>N</i> =1,855)
At least once per month	22
9 to 11 times per year	8
6 to 8 times per year	15
3 to 5 times per year	29
1 to 2 times per year	20
Never	5

Exhibit reads: Twenty-two percent of principals reported interactions with Teach For America program staff at least once per month during the 2012-13 school year.

More than 90 percent of principals reported positive experiences with Teach For America program staff (92 percent). Thirty-three percent of principals rated the quality of their interactions with program staff as excellent, and fewer than 2 percent rated their interactions as poor. Eighty-three percent of principals who reported that they met with Teach For America program staff at least nine times per year rated their interactions as excellent or very good. The relationship

between the reported frequency of interactions with program staff and principals' positive ratings of their interactions is positive and statistically significant ($r = +0.25$,¹⁵ $p < .001$).

Exhibit 7
Ratings of interactions between principals and Teach For America program staff

Rating of Interaction with Teach For America Program Staff	Percent of Principals (N=1,849)
Excellent	33
Very good	39
Good	20
Fair	6
Poor	2

Exhibit reads: Thirty-three percent of principals reported their interactions with Teach For America program staff during the 2012-2013 school year as excellent. Due to rounding, percentages may not sum to 100 percent.

Principals were also asked to rate their level of satisfaction with the support that Teach For America program staff provided to the corps members in their schools. Three-quarters of principals (75 percent) reported moderate to extreme satisfaction, and just 4 percent reported moderate to extreme dissatisfaction (Exhibit 8).

Exhibit 8
Satisfaction with Teach For America program staff support to corps members

Level of Satisfaction	Percent of Principals (N=1,788)
Extremely satisfied	37
Moderately satisfied	38
Somewhat satisfied	17
Somewhat dissatisfied	5
Moderately dissatisfied	3
Extremely dissatisfied	1

Exhibit reads: Thirty-seven percent of principals reported extreme satisfaction with the level of support provided by Teach For America program staff to corps members. Due to rounding, percentages may not sum to 100 percent.

¹⁵ All correlations reported in this study were calculated using Spearman's rho statistic because all ratings principals were asked to provide were in the form of Likert scales producing ordinal measures.

Of the principals who were moderately or extremely satisfied with the support from Teach For America program staff, 84 percent rated their interactions with program staff as very good or excellent. This is a strong, positive and statistically significant relationship ($r = +0.52$, $p < 0.001$).

Likelihood of Hiring More Teach For America Teachers

The 2013 survey also asked principals two other questions to measure their satisfaction with the Teach For America program. Principals were asked whether they would recommend Teach For America corps members to a fellow school leader and the likelihood that they would hire a corps member the next year if they had a teaching vacancy at their school. Nearly half of respondents (49 percent) said they were extremely likely to recommend that a fellow leader hire Teach For America corps members, a 15 percentage point increase over principals' responses in 2011. Another 29 percent indicated they were moderately likely to do so (Exhibit 9).

Exhibit 9
Likelihood of recommending the hiring of corps members to other principals (N=1,800)

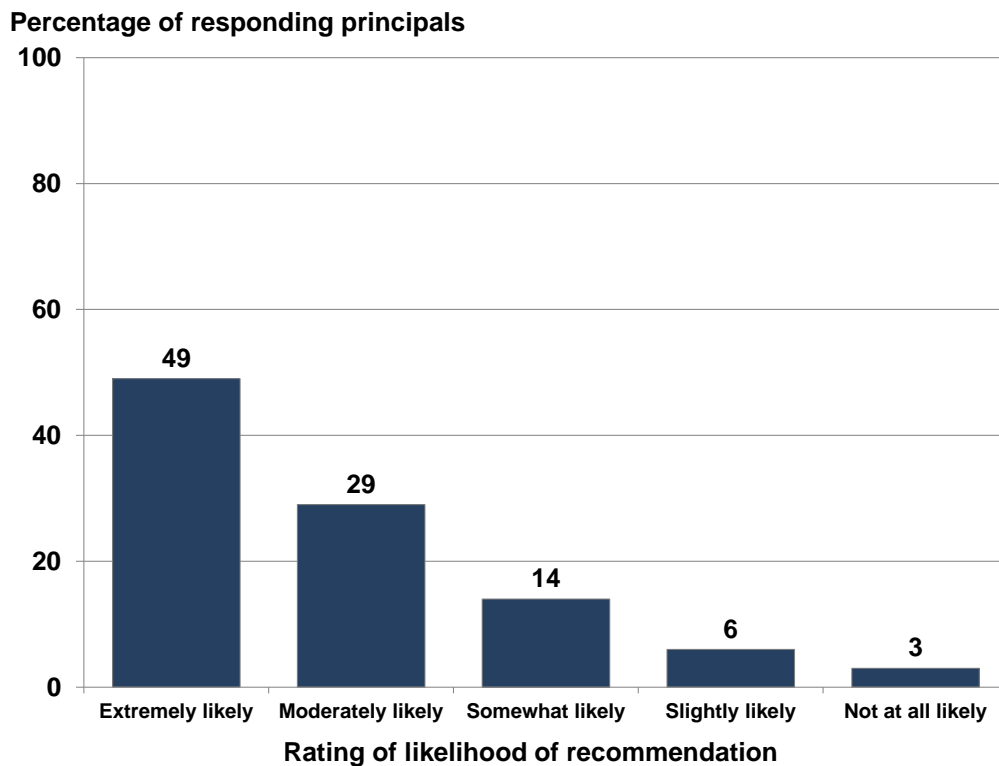


Exhibit reads: Forty-nine percent of principals reported that they were extremely likely to recommend hiring a Teach For America corps member to a fellow school leader. Due to rounding, percentages may not sum to 100 percent.

There was a strong, positive, and statistically significant correlation between a principal's level of overall satisfaction with the current corps members employed in the school and the likelihood that a principal would recommend the hiring of corps members to a fellow school leader ($r = +0.60$, $p < .001$).

When asked whether they would hire another Teach For America corps member to fill a teaching vacancy at their school, 84 percent of principals responded that they would. The relationship between a principal's willingness to hire another Teach For America corps member and his or her satisfaction with the corps members in the school was strong and positive. Among the principals who expressed satisfaction with their corps members, 87 percent of respondents said they would hire a Teach For America corps member to fill a vacancy ($r = +0.44$, $p < .001$).

A follow-up question asked the principals who would hire another Teach For America corps member to explain the primary reason for their choice. The most frequently cited reasons were that corps members bring passion and energy to their school (cited by 36 percent of principals who would hire another corps member), corps members are exceptionally well trained for first-year teachers (15 percent), and corps members have a significant impact on their students' achievement (12 percent). Eleven percent of principals chose the "other" option, and wrote in reasons such as having had good experiences with corps members in the past, the fact that corps members are supported by Teach For America program staff while in the classroom, and that corps members are good candidates for filling teaching vacancies in hard-to-staff schools and subject areas.

The principals who responded that they would choose not to hire an additional corps member were also asked to explain their response. For this question, principals wrote in responses rather than selecting from a menu of options. A preference to hire more experienced teachers, current and/or past corps members being unprepared for the demands of their schools, and frustration with retention rates were the principals' most frequently reported reasons.

Plans for Hiring for the 2013-14 School Year

Principals were asked to indicate whether they anticipated hiring more, the same number, or fewer Teach For America corps members for the 2013-14 school year than they currently employed. Sixteen percent of principals reported that they planned to hire more Teach For America corps members for the 2013-2014 school year than they had in the 2012-13 school year. Almost half of the principals (46 percent) reported planning to hire the same number of corps members as they had during the 2012-13 school year. Twenty-one percent planned to hire fewer corps members for 2013-14, and 16 percent planned to hire no corps members at all.

Over two-thirds of the principals (69 percent) who reported planning to hire the same number of corps members or more for 2013-2014 cited their good experiences with corps members in their school as their primary reason for doing so. The next most frequently provided reasons were that the district typically assigned or placed corps members at their school (10 percent) or that there was a shortage of teachers in their area (10 percent).

Principals who reported that they planned to hire fewer or no corps members for the 2013-14 school year wrote in their own explanations rather than selecting from a menu of options. The most frequently reported reasons were not anticipating any openings (48 percent), planning to hire only experienced teachers (23 percent), and having past negative experiences with corps members or the program (15 percent).

Principals' Comments about Teach For America

The last question on the Teach For America 2013 National Principal Survey provided principals with an opportunity to share additional thoughts about their experiences with Teach For America corps members, program staff, and/or the overall program. Over one quarter of principals (27 percent) shared additional comments.

Over half of the principals (59 percent) voiced their satisfaction with Teach For America. These principals described corps members as dedicated, hard-working, willing to do “whatever it takes,” energetic, and well prepared for the rigors of teaching. Many principals expressed appreciation for the support that program staff provided to corps members in their schools. Several mentioned the noticeable difference that corps members had made in their schools in terms of student achievement and bringing in new ideas.

Approximately 18 percent of the principals offered mixed reviews of the program, articulating support for the program in some area but frustration in other areas. Twenty-two percent of principals reported having issues with their corps members and/or the program. Many principals expressed concern about retaining their corps members throughout their two-year commitment and especially beyond. Several principals expressed problems with corps members not integrating into the school community successfully or being unwilling to accept constructive criticism. Principals frequently suggested that the program could be improved by further professional development in lesson planning, classroom and behavior management, and differentiating instruction.

Below is a sampling of comments:

I have had a great experience and will hire more TFA teachers without hesitation if the opportunity presents itself.

I have had mixed experiences with TFAs. One year we had a 7th grade teacher that could not manage the classroom. The students really suffered and we used all of our resources to support that class. To her credit, the teacher worked very hard over the summer and came back with systems in place to manage the class, allowing her to get to the content. After her second year she left the school to pursue a Ph.D. I do not believe that the investment we made in her paid off for the school or the students. I have also had the experience of a teacher doing well and staying, but most of the time the first year is not a good experience for students and requires a lot of extra support on the part of the school.

The corps members at my site are strong and intelligent professionals. They continue to work hard to deliver a rich, rigorous instruction. I have high hopes for them and I hope they can stay with the school for many years.

The staff at Teach for America is extremely supportive to the campuses. They are willing to share practices to non-members of Teach for America. This year they provided professional development to the entire staff. The professional development was high quality.

I admire the vision of Teach for America and believe that there should be avenues for passionate and talented people to teach students. I just think that teachers need more than a six-week institute before entering the classroom. And/or a lot more support especially at the beginning of teaching in their own classrooms in order to ensure they are successful.

I am grateful that this program is available for rural school districts. Personally, I have grown professionally working with TFAs.

I have been extremely pleased with the passion, knowledge and dedication that TFA has brought to our school this year. They work longer, harder than 95 percent of first-year teachers that I hired coming straight from a college program for education.

Classroom management and understanding urban culture are the main challenges facing TFA teachers. Organization and planning are the main weaknesses of first-year teachers. These are the four areas I would like addressed in their training and on-going development.

TFA training can be more streamlined with each corps members' placement school. I had to go back and forth with someone last summer in order to release my corps member to come get the training I needed her to get at my school. The curriculum training is not the same in the summer school classrooms TFA teachers get and a lot of times do not align with what we need them to know.

I have had the opportunity to work with five outstanding teachers that work diligently to meet the needs of our families. The TFA staff are data driven and support veteran staff that need support (very collaborative). Many spend numerous hours with our families outside of the school day.

While TFA members are typically strong, the impact of departures is not necessarily worth it. I'd rather invest in someone who is committed to being a teacher and who is will benefit over time from the tremendous coaching, PD, and support we have to offer.

Appendix
2013 National Principal Survey Instrument with Frequencies

One day, all children in this nation will have the opportunity to attain an excellent education.



Dear Supervisor of Teach For America Corps Members:

I am writing to request your participation in Teach For America's 2012 - 13 National Principal Survey. As a school leader who has hired and manages Teach For America corps members, and perhaps alumni, you are in a position to provide valuable insight into how well our teachers meet the needs of your school. Knowing what you and other principals think helps us in our efforts to continuously improve our approaches to recruitment, selection, training, and support of corps members.

The survey is being administered on behalf of Teach For America by Policy Studies Associates, Inc. (PSA), a research firm in Washington, DC with extensive experience in educational research. We realize that you have a busy schedule, and we appreciate you taking the time to share your comments about the current corps member(s), and possibly Teach For America alumni, at your school. We anticipate that this survey will take no more than 10-15 minutes.

Your honest feedback is very important to us. Please know that the first part of the survey is anonymous, and PSA will not report these results to Teach For America in a way that identifies any individual principal with confidential responses. However, the second part of the survey is not anonymous. The reason is that these questions focus on local practices, and your specific feedback will allow our regional teams to better respond to your concerns, and follow up with you directly. The part of the survey that is not anonymous is clearly marked.

We ask that you please complete the survey within the next week. Again, your participation is vital to providing important feedback about your program, and we greatly appreciate you taking the time to share your comments. If you have any questions about the survey, please contact Colleen McCann, a Research Analyst at PSA. Call her toll-free at 1-800-538-2649 or send an email to TeachForAmericaSurvey@policystudies.com.

Again, thank you for participating in this important study.

Sincerely,

A handwritten signature in cursive script that reads "Wendy".

Wendy Kopp
Founder & President



AN AMERICORPS PROGRAM

TEACHFORAMERICA

2013 National Principal Survey

1. How long have you been a principal? (Check one response.)

Response	Percent of Principals (N=1,945)
Less than 1 year	13%
1-2 years	18
3-5 years	28
6-10 years	23
More than 10 years	18

Exhibit reads: Thirteen percent of principals reported that they have been a principal for less than one year.

2. How many full-time equivalent teachers are in your school?

Response	Percent of Principals (N=1,915)
1-25	38%
26-50	43
51-75	11
76-100	5
101-150	3
151-225	1

Exhibit reads: Thirty-eight percent of principals reported that there are between one and 25 full-time equivalent teachers in their schools.

3. How many years have there been Teach For America teachers, whether corps members and alumni, in your school? (Check one response.)

Response	Percent of Principals (N=1,932)
This is the first year	22%
2-3 years	37
4-5 years	21
6-10 years	12
More than 10 years	2
Don't know	5

Exhibit reads: Twenty-two percent of principals reported this is the first year their school has had Teach For America teachers.

4. Given the size of your school and teaching staff, how many Teach For America teachers, both corps members and alumni, do you consider to be ideal for your school? (Check one response.)

Response	Percent of Principals (N=1,933)
0	2%
1	9
2-4	48
5-7	18
8-10	8
More than 10 years	9
Don't know	7

Exhibit reads: Two percent of principals considered having zero Teach For America teachers as ideal for their schools.

5. How many Teach For America corps members are currently teaching in your school? (Check one response.)

Response	Percent of Principals (N=1,935)
0	1%
1	27
2-4	48
5-7	17
8-10	4
More than 10	3
Don't know	<1

Exhibit reads: One percent of principals reported that they currently do not have any Teach For America corps members currently teaching at their schools.

6. Please indicate your level of agreement with the following statements. (Check one response in each row.)

Response	<i>Percent of Principals</i>						N
	Strongly agree	Moderately agree	Somewhat agree	Somewhat disagree	Moderately disagree	Strongly disagree	
I am satisfied with the Teach For America corps members in my school.	52%	30%	13%	3%	2%	2%	1,878
Teach For America corps members make a positive difference in my school.	53	28	14	2	1	1	1,867

Exhibit reads: Fifty-two percent of principals strongly agree that they are satisfied with the Teach For America corps members in their schools.

7. Compared with the typical non-Teach For America *beginning teacher*, the typical Teach For America *corps member*... (Check one response in each row.)

Response	Percent of Principals						N
	Strongly agree	Moderately agree	Somewhat agree	Somewhat disagree	Moderately disagree	Strongly disagree	
Has a greater impact on student achievement.	20%	31%	27%	16%	4%	3%	1,873
Has a greater ability to build strong relationships with other staff members at the school.	17	28	31	17	4	2	1,870
Has a greater ability to build strong relationships with the school community.	14	26	33	19	4	2	1,869
Has a greater ability to demonstrate leadership among school staff.	19	28	29	17	4	3	1,865
Is better prepared to teach.	17	24	27	20	7	6	1,865
Has better content knowledge.	17	26	27	20	6	5	1,864
Has a greater ability to provide differentiated instruction to students.	13	22	31	21	7	6	1,864
Is better able to manage a classroom effectively.	10	21	26	23	10	10	1,865
Has a greater ability to teach students with special needs.	7	19	30	26	9	9	1,869
Has a greater ability to relate to students from a variety of cultural, racial, and socioeconomic backgrounds.	13	24	28	21	8	6	1,868

Exhibit reads: Twenty percent of principals strongly agree that the typical Teach For America corps member has a greater impact on student achievement compared to the typical non-Teach For America beginning teacher.

8. Compared with the typical non-Teach For America *veteran teacher*, the typical Teach For America *corps member*... (Check one response in each row.)

Response	Percent of Principals						N
	Strongly agree	Moderately agree	Somewhat agree	Somewhat disagree	Moderately disagree	Strongly disagree	
Has a greater impact on student achievement.	13%	23%	26%	23%	9%	6%	1,847
Has a greater ability to build strong relationships with other school staff members.	11	23	28	25	8	6	1,848
Has a greater ability to build strong relationships with the school community.	11	20	29	26	9	6	1,838
Has a greater ability to demonstrate leadership among school staff.	14	21	27	23	8	6	1,829

Exhibit reads: Thirteen percent of principals strongly agree that the typical Teach For America corps member has a greater impact on student achievement compared to the typical non-Teach For America veteran teacher.

9. Would you say (he/she) is excellent, very good, good, fair or poor in each of the following areas? (Check one response in each row.)

Response	Percent of Principals					N
	Excellent	Very Good	Good	Fair	Poor	
Impact on student performance	15%	36%	31%	16%	2	1,869
Having high expectations for all students	28	39	22	9	2	1,870
Setting ambitious goals for student achievement	28	39	22	9	2	1,865
Planning purposefully to achieve these goals	25	37	25	11	2	1,869
Managing classroom culture and student behavior	13	27	31	22	8	1,865
Knowledge of the subject matter	21	36	29	13	2	1,861
Developing positive relationships with colleagues and administrators	23	38	29	9	1	1,871
Involving parents and/or guardians in the education of their children	14	31	35	18	3	1,872
Accessing additional resources to meet student needs	20	35	30	13	2	1,872
Becoming a part of the school community	19	38	30	11	2	1,864
Working to validate and affirm their students' identities	18	36	31	12	2	1,854

Exhibit reads: Fifteen percent of principals would say that the typical Teach For America corps member is excellent in impact on student performance.

10. To what extent do you agree with the statement, “The characteristics and abilities of Teach For America corps members are consistent from one corps member to another?” (Check one response.)

Response	Percent of Principals (N=1,821)
Strongly agree	14%
Moderately agree	31
Somewhat agree	27
Somewhat disagree	13
Moderately disagree	7
Strongly disagree	8

Exhibit reads: Fourteen percent of principals strongly agree that the characteristics and abilities of Teach For America corps members are consistent from on corps member to another.

11. How many Teach For America alumni are currently teaching in your school? (Check one response.)

Response	Percent of Principals (N=1,885)
0	39%
1	20
2-4	27
5-7	7
8-10	2
More than 10 years	2
Don't know	3

Exhibit reads: Thirty-nine percent of principals reported that there are no Teach For America alumni currently teaching in their schools.

12. Please indicate your level of agreement with the following statements. (Check one response in each row.)

Response	Percent of Principals						N
	Strongly agree	Moderately agree	Somewhat agree	Somewhat disagree	Moderately disagree	Strongly disagree	
I am satisfied with the Teach For America alumni in my school.	65%	22%	9%	3%	1%	<1%	1,072
Teach For America alumni make a positive difference in my school.	66	20	11	2	1	<1	1,066

Exhibit reads: Sixty-five percent of principals strongly agree that they are satisfied with the Teach For America alumni in their schools.

13. Compared with the typical non-Teach For America *veteran teacher*, the typical Teach For America *alumnus/alumna*... (Check one response in each row.)

Response	Percent of Principals						N
	Strongly agree	Moderately agree	Somewhat agree	Somewhat disagree	Moderately disagree	Strongly disagree	
Has a greater impact on student achievement.	31%	34%	20%	12%	2%	1%	1,061
Has a greater ability to build strong relationships with other school staff members.	27	34	21	15	2	1	1,059
Has a greater ability to build strong relationships with the school community.	27	33	22	16	2	1	1,057
Has a greater ability to demonstrate leadership among school staff.	34	31	20	11	3	1	1,054

Exhibit reads: Thirty-one percent of principals strongly agree that the typical Teach For America alumnus/alumna has a greater impact on student achievement compared to the typical non-Teach For America beginning teacher.

14. How would you rate the quality of your interactions with Teach For America program staff? (Check one response.)

Response	Percent of Principals (N=1,848)
Excellent	33%
Very Good	39
Good	20
Fair	6
Poor	2

Exhibit reads: Thirty-three percent of principals would rate the quality of their interactions with Teach For America program staff as excellent.

15. In a typical year, how often are you - or someone from your school's administration - in contact with someone from the Teach For America staff? (Check one response.)

Response	Percent of Principals (N=1,854)
Never	5%
1 to 2 times per year	20
3 to 5 times per year	29
6 to 8 times per year	15
9 to 11 times per year	8
A least once a month	22

Exhibit reads: Five percent of principals reported that they have never been in contact with someone from the Teach For America staff.

16. The full name (First and last name, so we can properly identify the correct staff member) of the Teach For America program staff member with whom you have the most interaction is:

See: Teach For America 2013 National Principal Survey Non-Anonymous Data.

17. What is your understanding of how Teach For America corps members are selected and trained?

See: Teach For America 2013 National Principal Survey Non-Anonymous Data.

18. What is your understanding of how Teach For America corps members are supported throughout their commitment in the classroom?

See: Teach For America 2013 National Principal Survey Non-Anonymous Data.

19. Overall, how satisfied are you with the support Teach For America provides corps members in your school? (Check one response.)

Response	Percent of Principals (N=1,787)
Extremely satisfied	37%
Moderately satisfied	38
Somewhat satisfied	17
Somewhat dissatisfied	5
Moderately dissatisfied	3
Extremely dissatisfied	1

Exhibit reads: Thirty-seven percent of principals are extremely satisfied with the support Teach For America provides corps members in their schools

20. How likely is it that you would recommend hiring Teach For America corps members to a fellow school leader? (Check one response.)

Response	Percent of Principals (N=1,799)
Extremely likely	49%
Moderately likely	29
Somewhat likely	14
Slightly likely	6
Not likely at all	3

Exhibit reads: Forty percent of principals reported that they are extremely likely to recommend hiring Teach For America corps members to a fellow school leader.

21. What would you say to a fellow school leader if asked about Teach For America?

See: Teach For America 2013 National Principal Survey Non-Anonymous Data.

22. If you had a teaching vacancy at your school and could hire another Teach For America corps member, would you do so? (Check one response.)

Response	Percent of Principals (N=1,763)
Yes	84%
No	16

Exhibit reads: Eighty-four percent of principals would hire another Teach For America corps member if they had a teaching vacancy at their school.

23. What is the primary reason you would hire a Teach For America Corps Member?
(Check one response.)

Response	Percent of Principals (N=1,463)
Corps members bring passion and energy to my school	36%
Corps members have a high level of content expertise	7
Corps members have a significant impact on their students' academic achievement	12
Corps members are exceptionally well trained for first-year teachers	15
Corps members work well collaboratively	7
Corps members bring an influx of new ideas to my school	5
Corps members engage parents and the broader community	<1
Corps members provide a diverse pipeline of talent	7
Other	11

Exhibit reads: Thirty-six percent of principals reported that the passion and energy corps members' bring to their school would be the primary reason they would hire a Teach For America corps member.

24. What is the primary reason you would NOT hire a Teach For America corps member?

See: Teach For America 2013 National Principal Survey Non-Anonymous Data.

25. For the 2013-14 school year, do you anticipate hiring: (Check one response.)

Response	Percent of Principals (N=1,766)
More Teach For America corps members than in years past	16%
About the same number of Teach For America corps members as in years past	46
Some, but fewer Teach For America corps members than in years past	21
No Teach For America corps members at all	16

Exhibit reads: Sixteen percent of principals reported that for the 2013-14 school year they anticipate hiring more Teach For America corps members than in years past.

26. Which of the following is the primary reason you will hire the same number or more Teach For America corps members next school year? (Check one response.)

Response	Percent of Principals (N=1,082)
There is a shortage of teachers in my area	10%
I have had good experiences with corps members in my school	69
My district typically assigns or places corps members to my school	10
Other	13

Exhibit reads: Ten percent of principals reported that a shortage of teachers in their area is the primary reason why they would hire the same number or more Teach For America corps members next school year.

27. What is the primary reason you will hire fewer or no Teach For America corps members next year?

See: Teach For America 2013 National Principal Survey Non-Anonymous Data.

28. Are you an alumnus/alumna of Teach For America? (Check one response.)

Response	Percent of Principals (N=1,798)
Yes	11%
No	89

Exhibit reads: Eleven percent of principals reported that they are an alumnus/alumna of Teach For America

29. Is there anything else you would like to add about your experience with Teach For America?

See: Teach For America 2013 National Principal Survey Non-Anonymous Data.

QUESTIONS FOR CHARLOTTE REGION ONLY

Charlotte Regional Survey

30. Please indicate your level of agreement with the following statements about your school. (Check one response in each row.)

Response	Percent of Principals						N
	Strongly agree	Moderately agree	Somewhat agree	Somewhat disagree	Moderately disagree	Strongly disagree	
Teach for America corps members share responsibility with other school staff in ensuring the success of all students.	46%	46%	8%	0%	0%	0%	13
Teach For America staff are an integral part of a corps member's performance.	46	31	8	0	8	8	13
Teach For America corps members contribute to closing the achievement gap.	54	15	23	8	0	0	13
Teach For America corps members positively contribute to turnaround efforts.	54	15	31	0	0	0	13
Teach For America corps members lead students to significant academic and personal achievement.	46	23	23	8	0	0	13

Exhibit reads: Forty-six percent of principals strongly agreed that the typical Teach For America corps member has a greater impact on student achievement compared to the typical non-Teach For America beginning teacher.

31. Did you seek resources from Teach For America staff around the support of corps members?

Response	Percent of Principals (N=13)
Yes	92%
No	8

Exhibit reads: Ninety-two percent of principals seek resources from Teach For America staff around the support of corps members.

If no, why not?

See: Teach For America 2013 National Principal Survey Non-Anonymous Data.

32. Do you view regional Teach For America staff as partners in your work?

Response	Percent of Principals (N=13)
Yes	77%
No	23

Exhibit reads: Seventy-seven percent of principals view regional Teach For America staff as partners in their work.

If no, why not?

See: Teach For America 2013 National Principal Survey Non-Anonymous Data.

Thank you for taking the time to complete this survey!
We appreciate your valuable feedback.

**Please fax your completed survey directly to Colleen McCann at
Policy Studies Associates at:**

(202) 939-5732

If you would prefer to return your survey by mail, address your response to:

**Colleen McCann
Policy Studies Associates
1718 Connecticut Ave, NW #400
Washington, DC 20009**

If you have any questions about this survey or suggestions about ways to
improve it, please contact Colleen at:

TeachForAmericaSurvey@PolicyStudies.com

Or, call toll-free at
1 800 538 2649