

What the Research Says

Teach For America is one of the largest and most studied teacher-preparation and educational-leadership-development organizations in the country. We welcome independent studies to measure our impact and inform the continuous improvement of our program.

The most rigorous research over time has shown that corps members' impact on student achievement exceeds that of other teachers in the same high-needs schools. This is true even when corps members are compared with veteran and fully certified teachers. The evidence of corps members' positive impact spans multiple regions and subject areas and all grade levels, from pre-kindergarten through high school. Additionally, we are beginning to see robust research on the impact of Teach For America beyond the classroom.

Statewide studies on student impact. Between 2009 and 2012, three states—Louisiana, North Carolina, and Tennessee—each studied the effectiveness of teachers from different preparation programs. All three studies concluded that Teach For America corps members have a greater impact on student achievement than other new teachers.

National impact evaluations. In 2010, Teach For America received one of the largest grants out of nearly 1,700 applications to the U.S. Department of Education's Investing in Innovation (i3) competition. The i3 scale-up grants required evidence of promoting meaningful student achievement, based on objective, methodologically sound studies. Committed to ongoing evaluations, Teach For America is using a portion of the grant to commission a national randomized study (the gold standard of evaluation) of our developmental training model. Mathematica Policy Research is also in the process of conducting an experimental study on the impact of highly selective routes to alternative certification, such as Teach For America and The New Teacher Project, on secondary student math achievement.¹

Principal satisfaction. For the past 16 years, Teach For America has commissioned independent, external surveys of school leaders who hire and manage corps members. The results of these surveys validate research about our classroom impact. In 2011, for example, nearly 90 percent of more than 1,800 principals in all of our partnership regions reported high levels of satisfaction with Teach For America. They also said corps members are as effective as—and in some cases, more effective than—veteran faculty in their schools. In addition, 87 percent of school leaders said Teach For America corps members' training is as effective as the training of other beginning teachers, and 53 percent found corps members' training to be more effective.

Alumni leadership and impact beyond the classroom. Teach For America works to ensure that our corps members become lifelong leaders in expanding educational opportunity, whether in the classroom or outside of it. After more than 20 years, our network of nearly 24,000 alumni includes some of the nation's most influential and effective advocates for students and families in low-income communities. A 2011 study by researchers from Harvard Graduate School of Education and the American Enterprise Institute concluded that more founders and top leaders of entrepreneurial education organizations started their careers with Teach For America than anywhere else. Another 2011 Harvard University study found that Teach For America strengthens participants' conviction that children from low-income backgrounds can compete academically with children from more affluent backgrounds; intensifies their belief that the achievement gap is solvable; and increases the likelihood that they will pursue a career in the education sector.

Summaries of major external research over the last decade are provided in the following pages. Each snapshot contains the study's title, author(s), grade level of interest (in the case of studies on classroom impact), region of study, and research design. A study's design is labeled as descriptive, correlational, quasi-experimental, or experimental. Experimental studies provide the strongest evidence of causal effects (e.g., Does having a Teach For America teacher cause higher student achievement?). A quasi-experimental study also allows for causal inference, but is not as robust as an experimental study. A correlational study is one that describes the

¹ See <http://bit.ly/mthHSAC> for more information.

statistical associations between two or more factors (e.g., the association between a teacher-preparation program and student achievement); and a descriptive study is one in which data is collected to describe persons, organizations, settings, or phenomena.

A Note About Methodology. Not all research is created equal. In 2008, the education policy journal *Education Next* published a “report card” to grade the most frequently cited research studies on Teach For America (see Appendix A). The journal noted that the studies vary widely in both their central findings and the quality of their methodologies. The only study to earn an A grade for its methodology was a Mathematica Policy Research study from 2004, which found that corps members outperform non-Teach For America teachers in math.

CORPS MEMBERS: IMMEDIATE IMPACT IN THE CLASSROOM

2012 (Update 2), 2011 (Update 1), 2010 • Portal Report: Teacher Preparation and Student Test Scores in North Carolina: Gary T. Henry, Charles L. Thompson, Kevin C. Bastian, C. Kevin Fortner, David C. Kershaw, Kelly M. Purtell, and Rebecca A. Zulli; Carolina Institute for Public Policy

In an analysis of 12 teacher-preparation programs using student achievement data, Teach For America was identified as the most effective source of early-career teachers (less than 5 years of experience) in North Carolina Public Schools. This conclusion is consistent with findings from similar statewide teacher effectiveness studies conducted in North Carolina in 2010 and 2011. In the 2012 study, Teach For America corps members added the equivalent of 31 days of learning in middle school math and 10 days of learning in elementary school math compared to other novice teachers. They added the equivalent of more than 4 days of learning in middle school reading, and more than 3 days of learning in elementary school reading. Teach For America stands out as the only program that had no instances where teachers were less effective than teachers from other programs, even when compared to North Carolina private graduate-degree programs.

Grade Level: K-12
Region: North Carolina
Design: Correlational

- More information on the 2012 study is available in a PowerPoint presentation to the Joint Legislative Education Oversight Committee of the North Carolina General Assembly at <http://bit.ly/HmT9sl>
- The full 2010 study is available at <http://bit.ly/HmidSC>
- More information on the 2010 study is available in a PowerPoint presentation on the UNC website at <http://bit.ly/HkaHWS>

2011, 2010 • Report Card on the Effectiveness of Teacher Training Programs: State Board of Education and Tennessee Higher Education Commission

For two years in a row, and based on an analysis of more than 40 teacher-preparation programs using value-added student achievement scores, Teach For America was identified as the top teacher-preparation program in the state of Tennessee. Results from the Tennessee Comprehensive Assessment Program (TCAP), which include exams in math, reading/language arts, science, and social studies, were used to measure student achievement. Teach For America was found to have the largest share of its teachers performing in the top 20 percent of all teachers statewide. In Memphis, Teach For America teachers had a greater impact on student achievement in grades 4-8 in all evaluated subjects (math, reading/language, science, social studies) compared to the average beginning or veteran teacher from all teaching preparation programs in Tennessee. Additionally, Teach For America-Memphis teachers were at least as strong as the average novice or veteran teacher in high school. In Nashville, the average Teach For America teacher had a greater impact on student achievement in the overall 4-8 grade TCAP assessment, 4-8 grade science assessment, the High School End-of-Course (EOC) Composite assessment, and Algebra I assessment compared to the average beginning or veteran teacher. Teach For America-Nashville teachers were at least as strong as the average novice or veteran teacher in all other evaluated subjects.

Grade Level: 4-8
Region: Tennessee
Design: Correlational

- The full 2011 study is available at <http://1.usa.gov/HVWz7c>
- The full 2010 study is available at <http://1.usa.gov/HVWZdJ>

- These reports received coverage in the Chattanooga *Times Free Press* at <http://bit.ly/HsPPM5>, and in *The [Memphis] Commercial Appeal* at <http://bit.ly/HmTJGE> and <http://bit.ly/Hk9peP>

2011 • Teacher Characteristics and Student Achievement: Evidence from Teach For America: Will Dobbie

This preliminary study examined Teach For America’s selection process from 2003 to 2009, and is among the first pieces of research to detect a relationship between observational teacher characteristics and student success. Dobbie found that, overall, the Teach For America selection model helps to successfully identify teachers who will have a positive impact on student achievement. The effect of the Teach For America selection model is larger than the effect of some interventions that have been shown to improve student success, such as lowering class size, and various character-education programs. The research does not examine the overall effectiveness of corps members or compare Teach For America’s effectiveness to that of other teachers. However, it was found that the Teach For America selection model helps to predict who will immediately become a successful teacher. This is in contrast to value-added models, which require multiple years of service to measure impact and are not always reliable in assessing performance in the first year of service.

Grade Level: 3-8
Region: New York
Design: Correlational

- The full study is available at <http://bit.ly/HeRkLz>
- Stephen Sawchuk reviewed the study in *Education Next* at <http://bit.ly/lgybqZ>

2011 • Teacher Preparation Programs and Teach For America Research Study: Anne Ware, R, Jason LaTurner, Jim Parsons, Adam Okulicz-Kozaryn, Marshall Garland, and Kristin Klopfenstein; The University of Texas at Dallas, Education Research Center

This report was provided to the Texas legislature after a request for a study of Teach For America’s impact in the state. The results were generally positive: non-Teach For America teachers are making the same or greater gains with Hispanic students, but Teach For America corps members are leading higher levels of student achievement with several other groups, including African American students and all students in math. It was also found that Teach For America corps members in Texas are more likely to teach in high-need schools and are more likely to return for a second year at higher rates than non-Teach For America teachers. The authors note a number of limitations to both the data and method of analysis, however, which means we are hesitant to put too much weight into their findings. For example, the study includes only 4 of Teach For America’s 20 partner districts in Texas, there were no statistical controls for student demographics, and the authors were not able to build a rigorous or valid value-add model of teacher effectiveness.

Grade Level: 3-11
Region: Texas
Design: Descriptive

- The full study is available at <http://bit.ly/HeRrXn>
- The *Houston Chronicle* published an editorial about the results at <http://bit.ly/HnUv42>

2011 • Teach For America 2010–2011 National Principal Survey: Policy Studies Associates, Inc.

For the past 16 years, Teach For America has commissioned biannual, external surveys of school leaders who hire and manage corps members. Principals continue to express a very high level of satisfaction with Teach For America corps members and our program. They have consistently said that corps members are well-prepared, that corps members make a significant and positive impact on their school and on student achievement, and that they would hire more corps members if there were additional teaching vacancies. The 2011 survey represented the opinions of 1,824 principals across the 39 regions where corps members worked in 2010–11. Among the survey highlights:

Grade Level: K-12
Region: National
Design: Descriptive

- 87 percent of principals are satisfied with Teach For America corps members working in their schools.
- 85 percent say corps members have made a positive impact in their schools.
- 86 percent say they would hire a Teach For America corps member again.
- 92 percent consider corps members at least as effective as other beginning teachers in terms of overall performance and impact on student achievement; 56 percent found corps members to be more effective.

- 88 percent consider corps members at least as effective as veteran teachers; 49 percent rate corps members as more effective than faculty with more than three years of teaching experience.
- 87 percent of principals rate Teach For America corps members' training as equally effective to the training of other beginning teachers; 53 percent found corps members' training to be more effective.

2010 • Teach For America: A Review of the Evidence: Julian Vasquez Heilig and Su Jin Jez; Great Lakes Center for Education Research & Practice

The authors conducted a meta-analysis of previous research on the classroom impact of Teach For America. The two main takeaways were: 1) retention rates for Teach For America teachers are low; and 2) corps members' student achievement results are, at best, mixed. There are substantial problems with both findings. With respect to retention, the report consolidates findings from previous studies that conflated leaving a school with leaving teaching. Additionally, the authors' focus does not include the share of teachers who leave the classroom but remain in education as school or district administrators. On the question of aggregate Teach For America performance, the report also fell short. As noted above, there are various research methods, and they do not hold equal analytic leverage. The authors emphasized studies with negative results rather than studies with the most rigorous methodology. As made evident in the *Education Next* report card (see Appendix A), the studies that employ the most rigorous methodologies conclude that Teach For America teachers perform as well as or better than other teachers, not only emergency-certified teachers but those who are traditionally trained and veteran.

Grade Level: K-12
Region: National
Design: Descriptive

- The full review is available at <http://bit.ly/HsQNrl>
- Andrew Rotherham reviewed the study on the Eduwonk blog at <http://bit.ly/HeSF4R>

2009 • Recruiting Effective Math Teachers, How Do Math Immersion Teachers Compare?: Evidence From New York City: Don Boyd, Pam Grossman, Karen Hammerness, Hamp Lankford, Susanna Loeb, Matt Ronfeldt, and Jim Wyckoff

Researchers examined the effectiveness of middle-school math teachers from various teacher-preparation pathways in New York City and found that Teach For America corps members were more effective than other novice middle school math teachers. Their analysis included new teachers from traditional teacher-preparation programs, NYC Teaching Fellows, and the NYC Teaching Fellows Math Immersion program, which was created in 2002 to bring non-math majors into the classroom as math teachers. This study, the latest in a multi-year examination of teachers and teacher-preparation programs in New York City, concluded that Teach For America corps members have a positive impact relative to all other new teachers, and that this impact was stronger than the researchers had found in their previous studies (see 2006 study below).

Grade Level: 3-8
Region: New York City
Design: Correlational

- The full study is available at <http://stanford.io/Z0AwyK>

2009 • Making a Difference? The Effects of Teach For America in High School: Zeyu Xu, Jane Hannaway, and Colin Taylor; The Urban Institute/National Center for the Analysis of Longitudinal Data in Education Research (CALDER)

This study, for which researchers used North Carolina end-of-course student-exam data from 2000 through 2006, found that Teach For America corps members were, on average, more effective than non-Teach For America teachers in all subject areas – especially in math and science. This finding held even when Teach For America teachers were compared with experienced and fully certified teachers. These findings were confirmed in a 2009 update of the study, which employed a larger sample of corps members and additional comparison groups. In all cases, the positive impact of having a Teach For America teacher was at least twice that of having a teacher with three or more years of experience relative to a new teacher.

Grade Level: High School
Region: North Carolina
Design: Quasi-Experimental
Peer Reviewed

The full study is available at <http://bit.ly/I2vkDJ>

The *New York Times* published an editorial about this study at <http://nyti.ms/I2HUCC>

2011, 2009 • Teach For America Evaluation Report: Jason A. Schoeneberger; Center for Research & Evaluation, Office of Accountability, Charlotte-Mecklenburg Schools

The 2011 study builds on the 2009 Teach For America Evaluation Report, which found that corps members were as effective or slightly more effective than other teachers in math, and as effective or slightly less effective than non-corps members in reading. In the updated report, corps members were found to have improved the proficiency rates of their students. In elementary, middle, and high school, the average growth attained by students taught by Teach For America corps members was at least as strong as that of their peers taught by non-corps members in both placement and non-placement schools. Corps members also outpaced their peers in the rate of student growth in mathematics and science, and were observed to be effective classroom managers who foster high levels of respect in the classroom, both between student and teacher and among students. Moreover, principals who hired and managed Teach For America corps members reported high levels of satisfaction with their performance in the classroom.

Grade Level: 3–12
Region: North Carolina
Design: Correlational

- The full 2011 study is available at <http://bit.ly/l86964>
- The full 2009 study is available at <http://bit.ly/l8rbf8>

2009 • Teach For America Teachers' Contribution to Student Achievement in Louisiana in Grades 4-9: 2004-2005 to 2006-2007: George H. Noell and Kristin A. Gansle

Part of a multi-year statewide study of teacher-preparation programs in Louisiana, this report found that Teach For America corps members outperformed other new teachers and were as effective as veteran teachers across the state in math, science, reading, and language arts. Researchers found that corps members' impact on student achievement was more like that of experienced teachers than that of other new teachers. Corps members were more effective than other teachers with the same level of experience, even in their first year. Prior reports from this multi-year study had grouped Teach For America corps members and alumni with all other participants in the Louisiana Practitioner Teacher Program, which corps members in South Louisiana and Greater New Orleans complete to earn their certification.

Grade Level: 4–9
Region: Louisiana
Design: Correlational

- The full study is available at <http://bit.ly/HvCRsI>
- The *New York Times* published an editorial about the earlier results at <http://nyti.ms/Hmhx2>

2008 • Achievement Levels and Growth in D.C. Preschool and Pre-K Classes Taught by Teach For America Teachers: Nicholas Zill; Westat, Inc.

This preliminary study found that pre-kindergarten students of Teach For America corps members in Washington, D.C., made significant growth during the 2007-08 school year in vocabulary, letter recognition, and early math skills. Their progress was particularly robust in letter recognition: by the end of the year, these students exceeded the national averages in this area. Their vocabulary and early math skills remained below national norms, but by less than they had been in the fall semester. These students were also more advanced in both vocabulary and letter recognition than comparable children in Head Start programs. For example, students taught by Teach For America corps members knew all the letters of the alphabet, while Head Start students knew an average of 10 letters.

Grade Level: Pre-K
Region: Washington, D.C.
Design: Correlational

- *Education Week* published an article about the study at <http://bit.ly/HYfddw>

2008 • What Does Certification Tell Us About Teacher Effectiveness? Evidence From New York City: Thomas J. Kane, Jonah E. Rockoff, and Douglas O. Staiger

Using six years of data on test scores in New York City for students in grades 3-8, researchers compared the relative impact of traditionally certified teachers with that of alternatively certified teachers, including Teach For America corps members. They concluded that teachers' classroom performance during the first two years was a more reliable indicator of future effectiveness than was their certification status; certification status had, on average, small impacts on student test performance.

Grade Level: 3–8
Region: New York City
Design: Correlational
Peer Reviewed

- The full study is available at <http://hvrd.me/lfs7h8>

2006 • How Changes in Entry Requirements Alter the Teacher Workforce and Affect Student Achievement: Donald Boyd, Pamela Grossman, Hamilton Lankford, Susanna Loeb, and James Wyckoff

Using data on students and teachers in grades 3-8 in New York City, researchers investigated whether teachers from alternate routes, including Teach For America, were more or less effective at improving student achievement than traditionally certified teachers. Teach For America corps members were found to be more likely to work with poor and low-performing students than teachers from other pathways, more likely to return to teaching in the second year, and as effective as—and at some grade levels, more effective than—their certified counterparts in math. Corps members were less effective than traditionally certified teachers in English/language arts in year one but achieved similar results by year two.

Grade Level: 3-8
Region: New York City
Design: Correlational
Peer Reviewed

- The full study is available at <http://bit.ly/Y2Lm6G>

2005 • Does Teacher Preparation Matter? Evidence About Teacher Certification, Teach For America, and Teacher Effectiveness: Linda Darling-Hammond, Deborah J. Holtzman, Su Jin Gatlin, and Julian Vasquez Heilig

Researchers found that, after controlling for teacher experience, degrees, and student characteristics, certified Teach For America corps members (essentially those in their second year in the region studied) performed about as well as other certified teachers. They also concluded that uncertified Teach For America corps members (essentially those in their first year in the region studied) were less effective than certified teachers and performed about as well as other uncertified teachers.

Grade Level: 4-5
Region: Houston, Texas
Design: Correlational
Peer Reviewed

The full study is available at <http://bit.ly/HW1uVK>

Concerns about the methodology of this study led it to receive a 'C' on the *Education Next* report card (see Appendix A)

University of Missouri–Columbia Middlebush Professor of Economics and Department Chair Michael Podgursky also wrote a response to this study, which is available at <http://bit.ly/l2vWZT>

2004 • The Effects of Teach For America on Students: Findings From a National Evaluation: Paul T. Decker, Daniel P. Mayer, and Steven Glazerman; Mathematica Policy Research, Inc.

Using random assignment of students to teachers—research methodology widely regarded as the gold standard—this study found that students of Teach For America corps members attained at least as much progress in reading as would be expected, and attained significantly greater gains in math compared with students of other teachers, including veteran and certified teachers. The study also found that corps members were working in the highest-need classrooms in the country, where students begin the year on average at the 14th percentile against the national norm.

Grade Level: 1-5
Region: National
Design: Experimental
Peer Reviewed

The full study is available at <http://bit.ly/HmW7x1>

The report was modified and published in 2006 in the *Journal of Policy Analysis and Management* with the title “Alternative Routes to Teaching: The Impacts of Teach For America on Student Achievement and Other Outcomes,” which is available at <http://bit.ly/v000iT>

ALUMNI: IMPACT ON THE EDUCATIONAL LEADERSHIP PIPELINE

2011 • Creating a Corps of Change Agents: Teach For America Alumni Project: Monica Higgins, Wendy Robison, Jennie Weiner, and Frederick Hess

Harvard education professor Monica Higgins, the American Enterprise Institute’s Rick Hess, and their research team conducted one of the first independent studies to look at the impact of the Teach For America experience on participants’ career paths. They compiled a list of prominent entrepreneurial education organizations and traced the work histories of the founders and top management to identify the “originating organizations.” Teach For America served as an originating organization for 15 percent of the entrepreneurial organizations. The next-greatest originating

Region: National
Design: Descriptive
Peer Reviewed

activity came from seven organizations: McKinsey and Company; the U.S. Department of Education; the White House Fellows program; and the Chicago, Los Angeles, Newark, and Oakland public school districts. Each served as an originator for 4 percent of the education entrepreneurial organizations. These findings indicate that more founders and leaders of education organizations participate in Teach For America than in any other organization or program.

- The study is published in *Education Next* at <http://bit.ly/HW2IAAn>

2011 • The Impact of Voluntary Youth Service: Evidence from Teach For America: Will Dobbie and Roland G. Fryer, Jr.

This National Bureau of Economics Research working paper finds that participating in Teach For America profoundly impacts corps members' actions and beliefs. In order to estimate the impact of the Teach For America experience, the researchers surveyed Teach For America applicants from 2007 and compared the responses of those just below the admissions bar to the responses of those just above it. Both groups had similar demographics of race, gender, and socioeconomic background. Dobbie and Fryer, members of Harvard University's EdLabs, found that the Teach For America experience (a) reduces stereotyping based on race; (b) imbues corps members with a stronger conviction that all children can achieve academically, regardless of income level or race, and that the achievement gap is solvable; (c) leads to stronger beliefs that teacher quality matters and that public service is important; and (d) increases the likelihood that corps members will pursue a career in education.

**Region: National
Design: Descriptive**

- The full study is available at <http://bit.ly/HsSbKL>

2010 • The Price of Misassignment: The Role of Teaching Assignments in Teach For America Teachers' Exit From Low-Income Schools and the Teaching Profession: Morgaen L. Donaldson and Susan Moore Johnson

More than 2,000 Teach For America alumni in the 2000-02 cohorts were surveyed to better understand their career decisions and pathways after completing their two-year corps commitment. The study found that an estimated 61 percent of Teach For America corps members remained in the teaching profession for more than two years, with 44 percent remaining in their placement schools beyond their two-year commitment.

**Grade Level: K-12
Region: National
Design: Correlational
Peer Reviewed**

The full study is available at <http://bit.ly/HDCv2X>

2009 • Assessing the Effects of Voluntary Youth Service: The Case of Teach For America: Doug McAdam and Cynthia Brandt

Stanford University researchers studied the "civic engagement" of alumni, looking at measures including voting rates, volunteering, and political activity. McAdam and Brandt surveyed Teach For America alumni from the 1993 to 1998 corps and concluded that they had less of this sort of civic engagement than two control groups consisting of dropouts of the program and accepted applicants who did not matriculate to the program. However, the data show that all three groups of people recruited by Teach For America (alumni, non-matriculantes, and dropouts) are highly engaged, and differences between the groups are very small. Moreover, in the area of civic engagement Teach For America focuses on—education—Teach For America alumni are more involved than non-matriculantes.

**Region: National
Design: Correlational
Peer Reviewed**

- The full study is available at <http://bit.ly/l6hrXl>
- The *New York Times* published an article about this study at <http://nyti.ms/l2wUFG>
- Stanford University professor Rob Reich wrote a response to this study at <http://bit.ly/HmiyUU>

Appendix A

Research Report Card from Education Next, Spring 2008 [vol. 8, no. 2]. Online at <http://bit.ly/ednxt04>

Testing Teach For America (Figure 1)

Studies of TFA teachers vary widely in both their findings and the strength of their methodologies.



Paul T. Decker, Daniel P. Mayer, and Steven Glazerman. The Effects of Teach For America on Students: Findings from a National Evaluation. Mathematica Policy Research, 2004
Methodology Rating: A
Central Findings: After one year, students taught by TFA teachers outperformed students in control classrooms by 0.15 standard deviations in mathematics; no differences were observed in reading. TFA teachers outperformed not only other novice teachers but also veteran and certified teachers in the same schools. The study was conducted in 6 of 15 regions where TFA placed instructors. ☆☆☆



Thomas J. Kane, Jonah E. Rockoff, and Douglas O. Staiger. What Does Certification Tell Us About Teacher Effectiveness? Evidence from New York City. National Bureau of Economic Research, NBER Working Paper 12155, 2006
Methodology Rating: B
Central Findings: Controlling for teacher experience, New York City students taught by TFA teachers scored 0.02 standard deviations higher than students taught by certified teachers. No differences were observed in reading. ☆☆☆



Donald Boyd, Pamela Grossman, Hamilton Lankford, Susanna Loeb, and JamesWyckoff. How Changes in Entry Requirements Alter the Teacher Workforce and Affect Student Achievement. Education Finance and Policy, Vol. 1, No. 2, Spring 2006
Methodology Rating: B
Central Findings: Based on limited data from New York City, the authors found that students taught by first-year TFA teachers scored 0.03 standard deviations lower in reading than students of certified teachers in their first year. No differences were observed in math or for TFA teachers in their second year. ☆



Margaret Raymond, Stephen Fletcher, and Javier Luque. Teach For America: An Evaluation of Teacher Differences and Student Outcomes in Houston, Texas. Center for Research on Education Outcomes, Stanford University, 2001
Methodology Rating: C
Central Findings: Elementary school students in Houston were observed to have made gains on the state math test that were 0.12 deviations greater if they had a TFA teacher rather than another new teacher, some of whom were uncertified. Positive impacts from TFA were also observed in reading, but those were not statistically significant. ☆☆☆☆



Linda Darling-Hammond, Deborah Holtzman, Su Jin Gatlin, and Julian Vasquez Hellig. Does Teacher Preparation Matter? Evidence about Teacher Certification, Teach For America, and Teacher Effectiveness. Education Policy Analysis Archives, Vol. 13, No. 42, Oct. 12, 2005
Methodology Rating: C
Central Finding: Using data from additional tests administered in Houston and comparing TFA teachers only to fully certified teachers, negative impacts from TFA were observed on four of six tests. Positive effects from TFA were again observed on the state test in math. ☆☆☆



Ildiko Laczko-Kerr and David C. Berliner. The Effectiveness of "Teach for America" and Other Under-certified Teachers on Student Academic Achievement: A Case of Harmful Public Policy. Education Policy Analysis Archives, Vol. 10, No. 37, Sept. 6, 2002
Methodology Rating: D
Central Finding: Observational study that lacks critical information. ☆

Education Next Methodology Ratings
A = Randomized field trial or quasi-experimental
B = Observational study, large sample, detailed controls
C = Observational study, inadequate controls
D = Observational study, inappropriate control group

Education Next Central Finding Ratings
☆☆☆☆ = All impacts of intervention positive and statistically significant.
☆☆☆ = Some impacts are positive, while others not statistically significant.
☆☆ = Mixture of positive and negative impacts or no statistically significant impacts are observed.
☆ = All statistically significant impacts are negative.

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