



2017 Nebraska First Year Teacher Survey: Summary Report

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Prepared by

Shawn Gu (shawn.gu@nebraska.gov)

and

Justine Yeo (justine.yeo@nebraska.gov)



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Introduction

In a concerted effort to ensure that all Nebraska students are taught by highly effective teachers, the Nebraska Department of Education (NDE), Nebraska teacher preparation institutions, and Nebraska school systems strive to increase accountability for assessing teacher quality. One such strategy is to inform preparation institutions about the effectiveness of their prepared first year teachers in Nebraska schools as they continue to address student needs. This valuable information is obtained from school partners by using the Nebraska First Year Teacher Survey (NFYTS).

The Nebraska Department of Education (NDE) administered the Nebraska First Year Teacher Survey from mid-March to late April 2017. This year marks the third successful implementation of the survey, with the survey being sent to both principals and first year teachers for the first time. Surveys were distributed to the principals of first year teachers, and to the first year teachers themselves, who completed their preparation programs at 15 preparation institutions in the state. The participating institutions are as follows:

1. Chadron State College
2. College of Saint Mary
3. Concordia University
4. Creighton University
5. Doane College
6. Grace University
7. Hastings College
8. Midland University
9. Nebraska Wesleyan University
10. Peru State College
11. University of Nebraska at Kearney
12. University of Nebraska at Lincoln
13. University of Nebraska at Omaha
14. Wayne State College
15. York College

Union College only had one first year teacher this year, and neither a principal nor a teacher survey response was received. Thus, Union College is excluded from the list of participating institutions this year.

Evaluation indicators are based on the Council of Chief State School Officers (CCSSO) Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, 2011. For a list of indicators, please see Figure 1 in the Results section below.

Method

Similar to last year, the survey was developed using the Qualtrics survey software application and distributed electronically via email. Respondents were asked to rate the extent to which the first year teacher was effectively prepared for their school assignment on various indicators. These indicators were based on the degree to which the teacher met the expectations: Consistent, Frequent, Occasional, or Rare. All 36 survey question items were grouped under 12 key teaching indicators adapted from the InTASC Model Core Teaching Standards as previously mentioned, except for the last 5 questions. Question 13 asked both principals and teachers to rate the teacher's impact on student learning. In question 14, principals were also asked if they considered the teacher effectively prepared for continuing employment in their districts. Teachers, on the other hand, were asked if they were prepared to be an effective first year teacher. Question 15 was designed to collect comments from principals and teachers for informing the institution's continuing improvement efforts toward preparing classroom-ready teachers. Questions 16 and 17 requested for comments which can inform all Nebraska preparation institutions as whole for addressing school needs, and about the NFYTS survey process itself, respectively.

A list of teachers who were employed during the 2016-2017 school year and received their initial teaching endorsement during the 2015-2016 school year from one of the participating institution's teacher preparation programs was compiled. The data for this list came from the Nebraska Student and Staff Record System (NSSRS) and the Nebraska Teacher Certification Database. If a teacher had assignments at multiple schools, the survey was sent to the principal of the school where the majority of the teacher's full-time equivalency (FTE) was assigned.

Since the NFYTS is a web survey, all communication regarding the survey was done electronically via email. Pre-notification of the survey was sent out on February 27 to Human Resource staff, on March 1 to principals and teachers, and on March 13 to institutions. The survey email invitation was then sent out on March 13 with subsequent email reminders sent on March 27 and April 19. The survey finally closed on April 24, two months after it was first sent out. Full details of the survey protocol consisting of the timeline, and email messages can be found in the Appendix.

In total, 903 surveys were distributed to principals and 578 were returned, resulting in a response rate of 64%. This response rate represents a relatively small 5% drop from that of last year's NFYTS survey administration. For teachers, 903 surveys were distributed and 534 were returned, resulting in a response rate of 59%. The breakdown of response rates of both principals and teachers for each institution are shown in Tables 1 and 2. Note that since the preparation institutions varied in sizes, the number of responses also vastly differed from one institution to the next.

Table 1. Responses for each preparation institution (Principal)

	Preparation Institution	Responses (n)	Sample	Response Rate (%)
1	Chadron State College	27	33	82%
2	College of Saint Mary	20	46	43%
3	Concordia University	27	35	77%

	Preparation Institution	Responses (n)	Sample	Response Rate (%)
4	Creighton University	11	23	48%
5	Doane College	39	59	66%
6	Grace University	4	6	67%
7	Hastings College	15	22	68%
8	Midland University	22	39	56%
9	Nebraska Wesleyan University	16	24	67%
10	Peru State College	18	26	69%
11	University of Nebraska at Kearney	100	146	68%
12	University of Nebraska at Lincoln	139	205	68%
13	University of Nebraska at Omaha	62	136	46%
14	Wayne State College	76	99	77%
15	York College	3	3	100%
	Total	578	903	64%

Table 2. Responses for each preparation institution (Teacher)

	Preparation Institution	Responses (n)	Sample	Response Rate (%)
1	Chadron State College	19	33	58%
2	College of Saint Mary	26	46	57%
3	Concordia University	17	35	49%
4	Creighton University	10	23	43%
5	Doane College	39	59	66%
6	Grace University	1	6	17%
7	Hastings College	18	22	82%
8	Midland University	19	39	49%
9	Nebraska Wesleyan University	18	24	75%
10	Peru State College	19	26	73%
11	University of Nebraska at Kearney	91	146	62%
12	University of Nebraska at Lincoln	124	205	60%
13	University of Nebraska at Omaha	60	136	44%
14	Wayne State College	72	99	72%
15	York College	2	3	67%
	Total	534	903	59%

Results

Descriptive Statistics

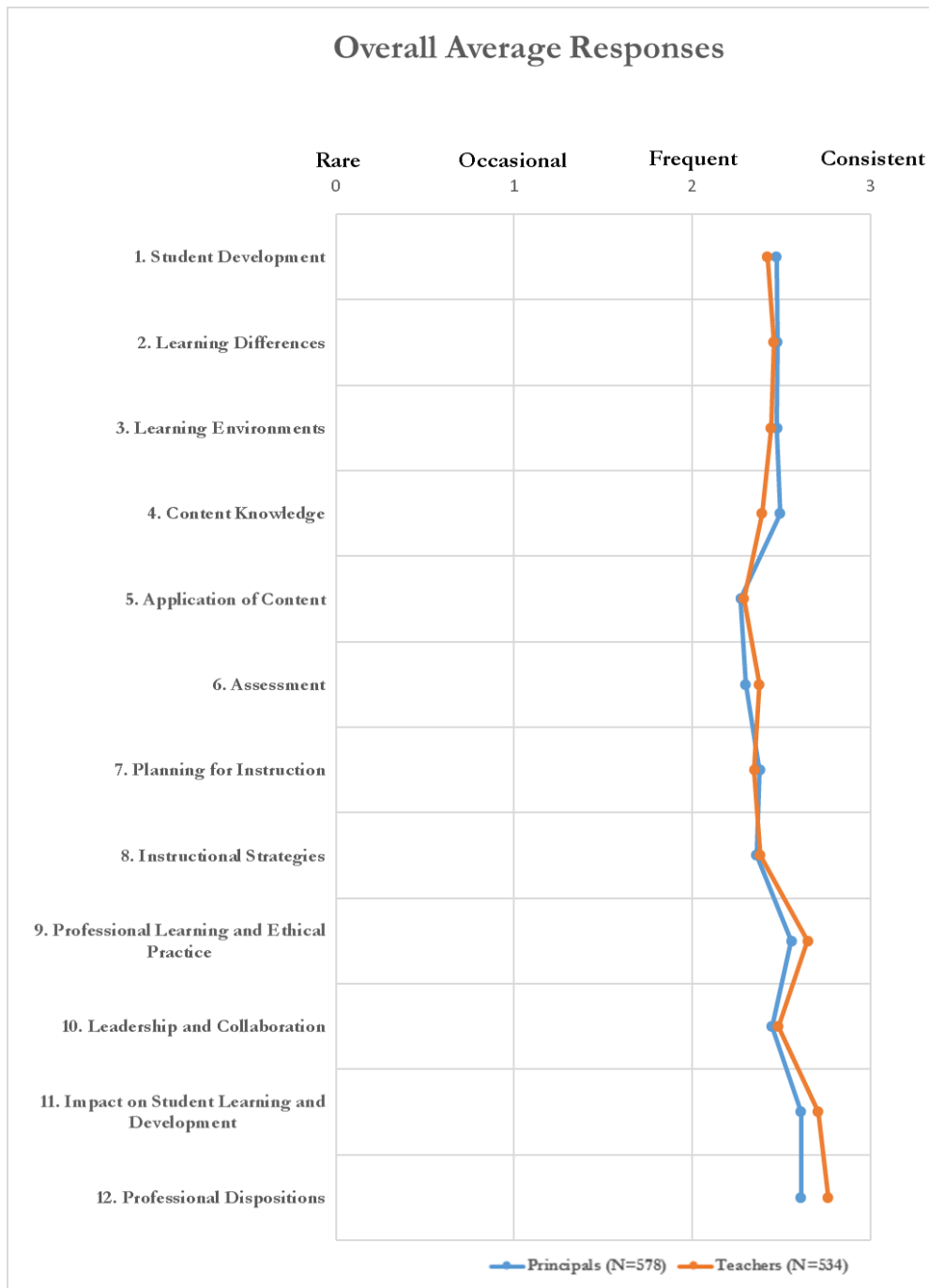
The survey results are displayed below in a number of figures. For the purpose of our analyses, the response options for both principals and teachers were given a numerical value (3=Consistent, 2=Frequent, 1=Occasional, 0=Rare), summed by Indicator category, and then averaged. Each preparation institution also received a report containing results relevant to the preparation institution, along with the corresponding data set.

Figure 1. Survey Indicators

Indicator 1: Student Development Standard 1.1 The teacher understands how students grow and develop. Standard 1.2 The teacher recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. Standard 1.3 The teacher implements developmentally appropriate and challenging learning experiences.
Indicator 2: Learning Differences Standard 2.1 The teacher understands individual differences and diverse cultures and communities. Standard 2.2 The teacher ensures inclusive learning environments that enable each student to meet high standards.
Indicator 3: Learning Environments Standard 3.1 The teacher works with others to create environments that support individual and collaborative learning. Standard 3.2 The teacher creates environments that encourage positive social interaction, active engagement in learning, and self-motivation. Standard 3.3 The teacher manages student behavior to promote a positive learning environment.
Indicator 4: Content Knowledge Standard 4.1 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches. Standard 4.2 The teacher creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of content. Standard 4.3 The teacher integrates Nebraska Content Indicators and/or professional Indicators within instruction.
Indicator 5: Application of Content Standard 5.1 The teacher understands how to connect concepts across disciplines. Standard 5.2 The teacher uses differing perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Indicator 6: Assessment Standard 6.1 The teacher understands multiple methods of assessment.

Standard 6.2 The teacher uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the teacher's and student's decision making.
Indicator 7: Planning for Instruction Standard 7.1 The teacher plans instruction that supports every student in meeting rigorous learning goals. Standard 7.2 The teacher draws upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy. Standard 7.3 The teacher draws upon knowledge of students and the community context.
Indicator 8: Instructional Strategies Standard 8.1 The teacher understands a variety of instructional strategies. Standard 8.2 The teacher uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connection and to build skills to apply knowledge in meaningful ways. Standard 8.3 The teacher utilizes available technology for instruction and assessment.
Indicator 9: Professional Learning and Ethical Practice Standard 9.1 The teacher engages in ongoing professional learning. Standard 9.2 The teacher models ethical professional practice. Standard 9.3 The teacher uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, other professionals, and the community), and adapts practice to meet the needs of each student.
Indicator 10: Leadership and Collaboration Standard 10.1 The teacher seeks opportunities to take responsibility for student learning. Standard 10.2 The teacher seeks opportunities, including appropriate technology, to collaborate with students, families, colleagues, and other school professionals, and community members to ensure student growth.
Indicator 11: Impact on Student Learning and Development Standard 11.1 The teacher positively impacts the learning and development for all students.
Indicator 12: Professional Dispositions Standard 12.1 The teacher demonstrates passion, self-awareness, initiative and enthusiasm. Standard 12.2 The teacher demonstrates skill in interpersonal relationships, reflective response to feedback, and displays evidence of appropriate social awareness. Standard 12.3 The teacher practices good judgment, flexibility, problem-solving skills, professional communication, and organization. Standard 12.4 The teacher maintains a professional demeanor and appearance, and displays dependability, punctuality, and perseverance.

Figure 2. Statewide Average Responses



In Figure 2, the overall mean responses of both principals and teachers across all 12 indicators fall between 2 (“Frequent”) and 3 (“Consistent”). This result is also closely reflected in the following figures when responses are disaggregated by endorsement type and preparation institution. To view the average responses for each standard within an indicator, see Table 10 in the Appendix.

After conducting t-test to examine the differences in the mean scores between principals and teachers, it is found that principals and teachers only significantly differ in their mean responses to indicators 4, 9, 11 and 12. For indicator 4 (Content Knowledge), principals provided a higher mean rating than teachers. However, for indicators 9 (Professional Learning and Ethical Practice), 11 (Impact on Student Learning and Development), and 12 (Professional Dispositions), teachers rated themselves higher, on average, than principals. The t-tests results of all 12 indicators are displayed in Table 11 in the Appendix.

Figure 3. Average Responses by Endorsement Type (Principal)

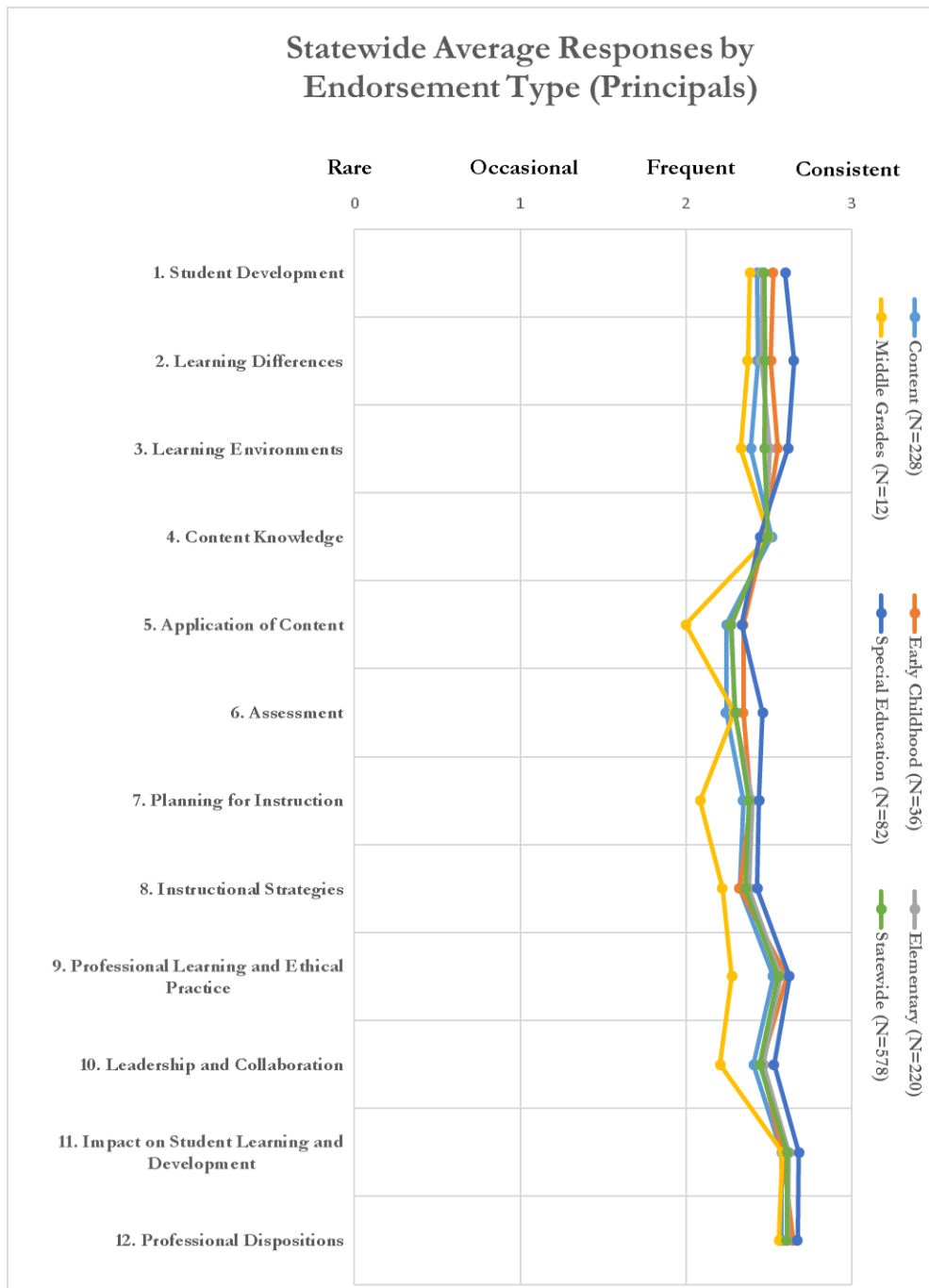


Figure 3 displays principals' mean responses categorized into 5 endorsement types that correspond to the majority of the first year teachers' school assignments. First year teachers endorsed in Special Education obtained the highest ratings on 10 out of the 12 indicators. On the other hand, teachers with endorsements for Middle Grades received the lowest ratings on 9 of the 12 indicators; but they were only 12 first year teachers in this endorsement type. Other than Middle Grades, differences

observed between each endorsement category were relatively minor, and all average ratings were between 2 (“Frequent”) and 3 (“Consistent”).

Figure 4. Average Responses by Endorsement Type (Teacher)

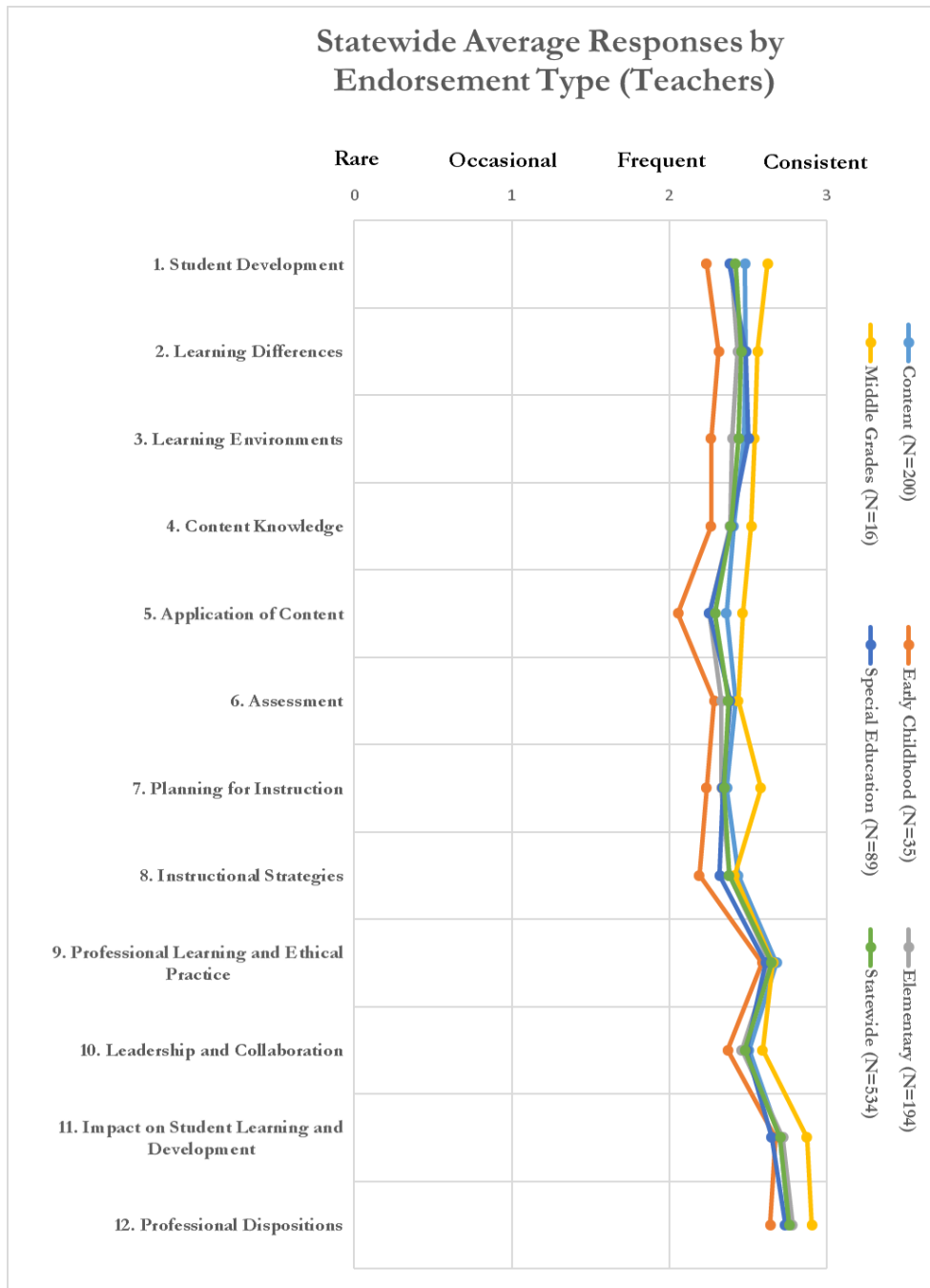
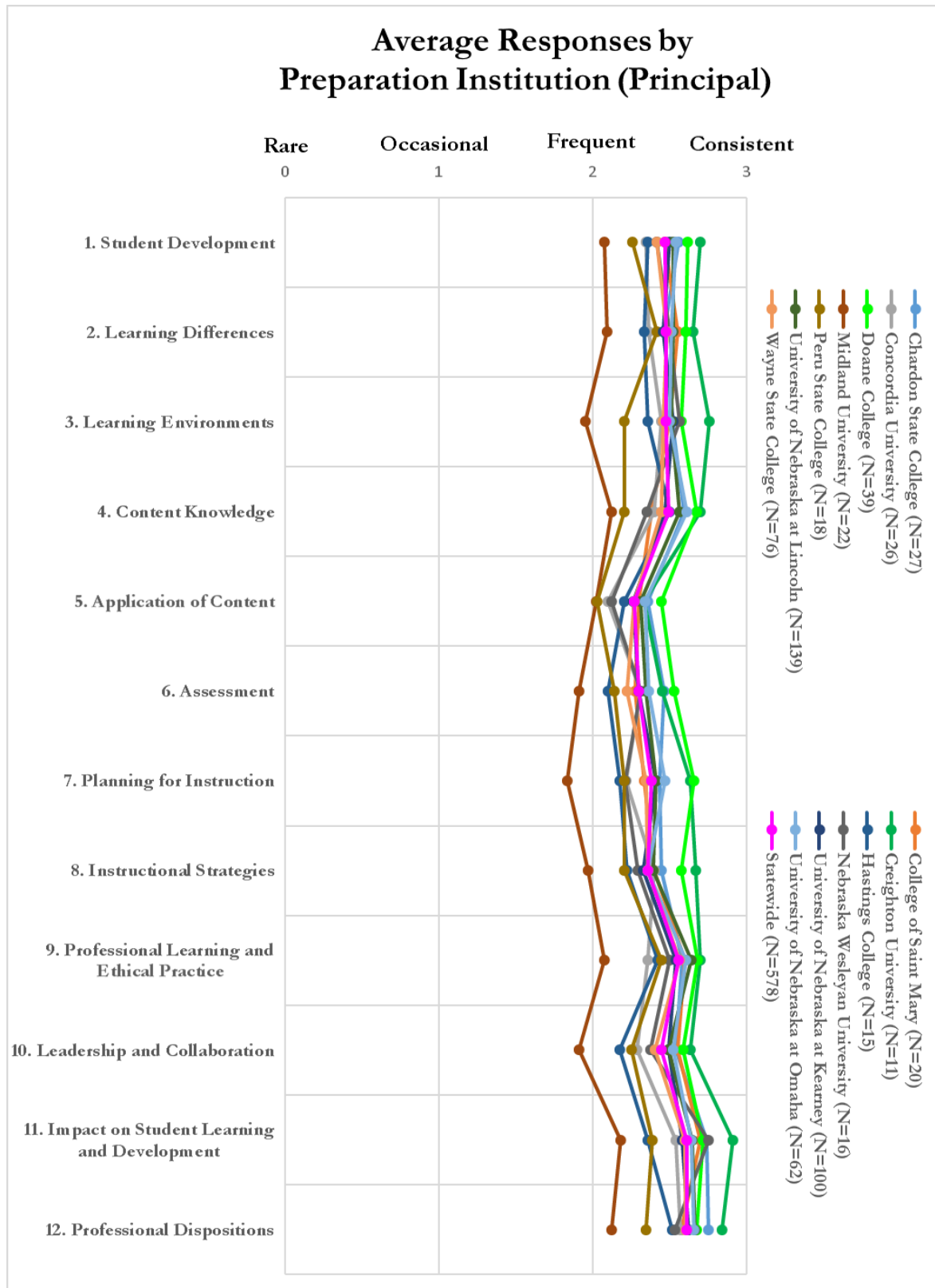


Figure 4 shows first year teachers’ mean responses disaggregated by endorsement types that correspond to the majority of their school assignments. Unlike the results found for principals in Figure 3, first year teachers with endorsements for Middle Grades obtained the highest ratings on

10 out of the 12 indicators; on the contrary, teachers endorsed in Early Childhood received the lowest ratings on 11 of the 12 indicators. However, both of these two endorsement groups have a relatively small population as compared to the other groups. Differences observed between each endorsement category were relatively minor, and all average ratings were between 2 (“Frequent”) and 3 (“Consistent”).

Figure 5. Average Responses by Preparation Institution (Principal)



When the average responses of principals were categorized into the respective preparation institutions, most institutions show the same trend across all 12 indicators. Figure 5 reveals a significant outlier response, Midland University, which has the lowest mean response value on every single indicator. Due to a small sample size issue, Grace University ($N = 4$) and York College ($N = 3$) were removed from the chart. When viewing the chart as a whole, the information generally supports the notion that preparation institutions performed well in preparing first year teachers, based on principals' views.

Figure 6 displays the mean responses of first year teachers disaggregated by each preparation institution. Similar to the previous chart, Grace University ($N = 1$) and York College ($N = 2$) were excluded from the chart due to extremely small sample sizes. The only significant outlier in the chart is found to be Creighton University, the institution with a relatively small sample size as well ($N=10$). Apart from this, differences observed among all other institutions were relatively minor. Overall, first year teachers thought they were prepared well by their preparation institutions.

Figure 6. Average Responses by Preparation Institution (Teacher)

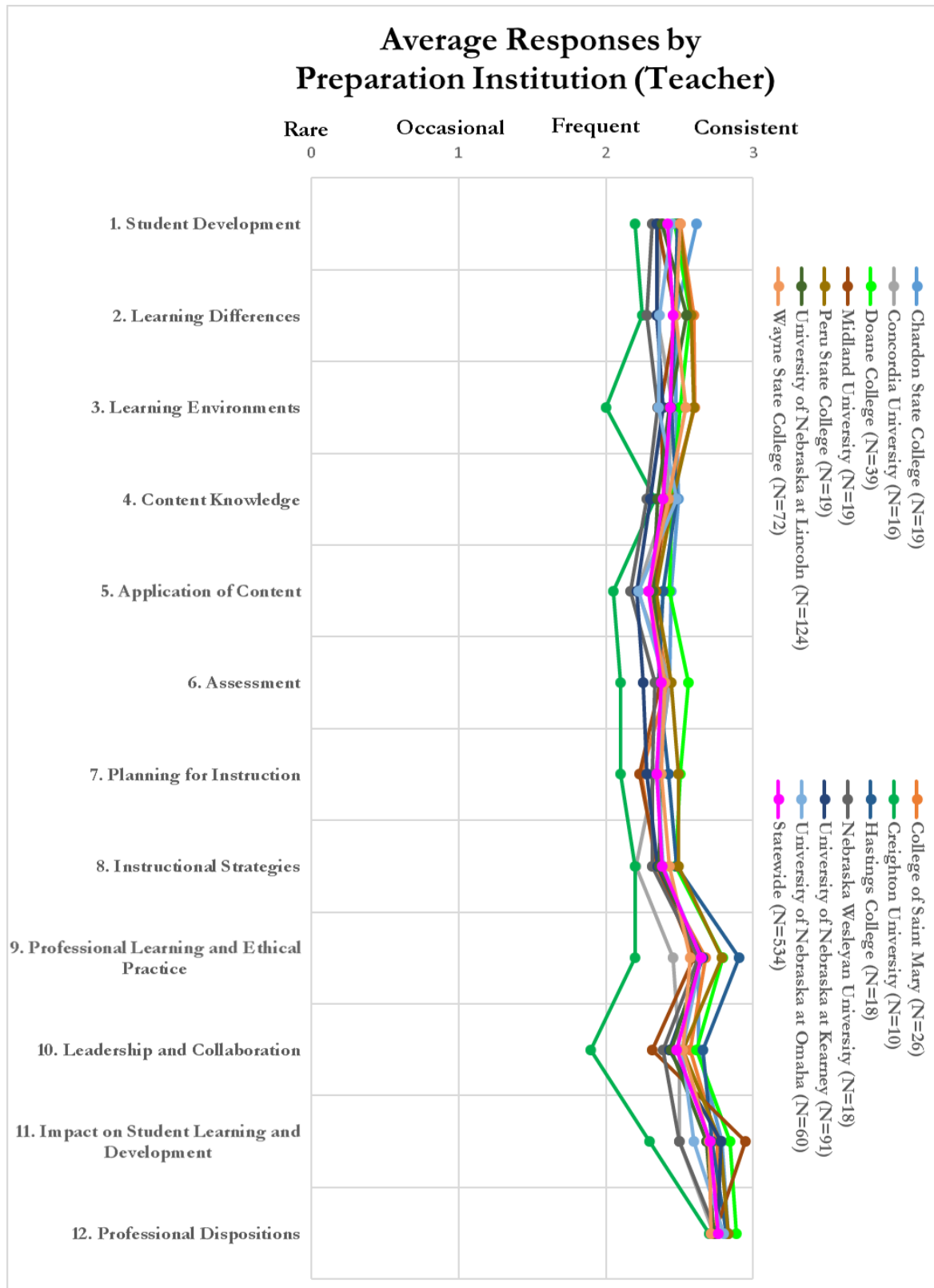


Figure 7. Responses to Question 13 (Principal)

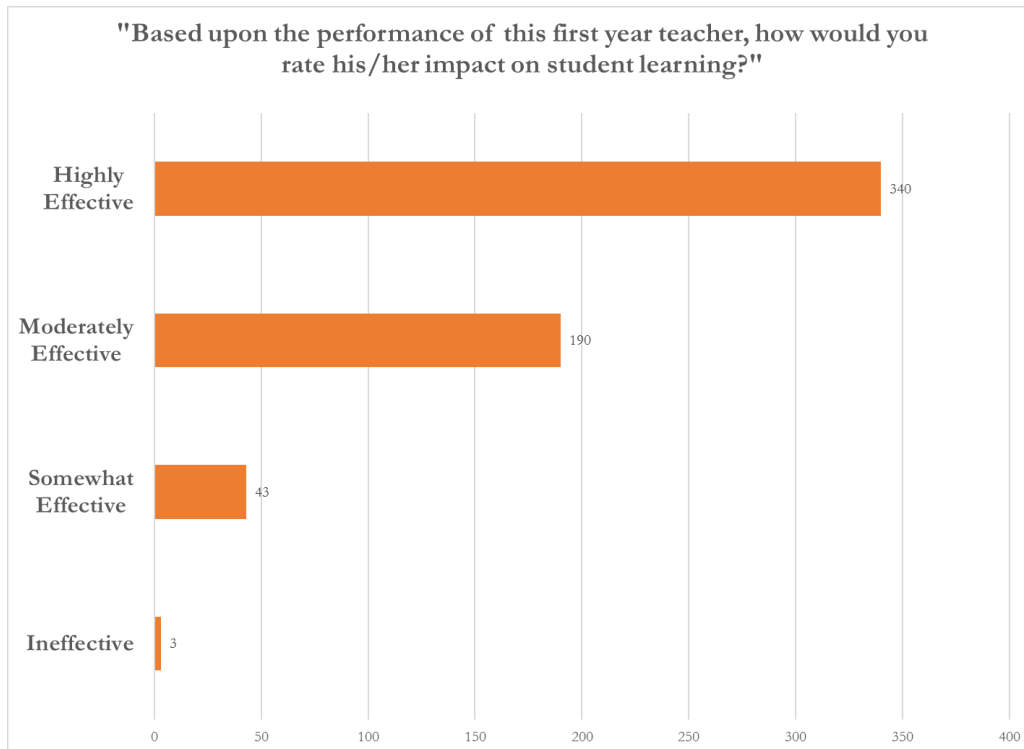
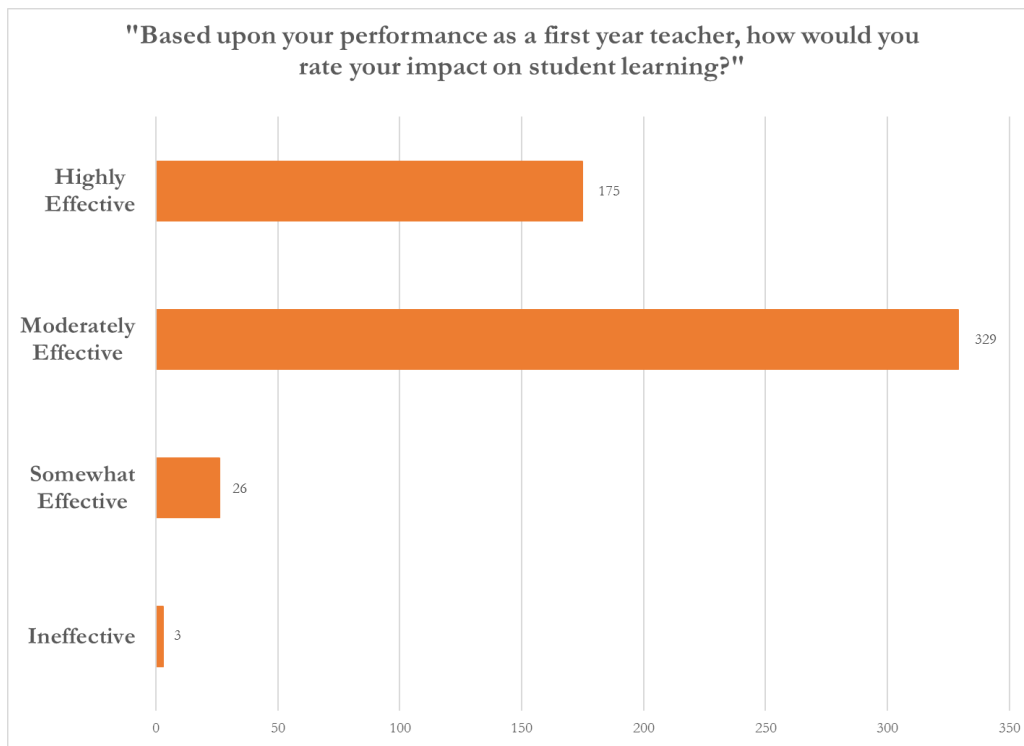


Figure 8. Responses to Question 13 (Teacher)



In Figure 7, principals were asked to evaluate first year teachers' impact on student learning. Almost 60% of all principals thought the teachers were highly effective, and 33% of them rated them as moderately effective. In Figure 8, first year teachers were asked to give a self-evaluation on student learning. On the flipside, over 60% of all first year teachers considered their impact as moderately effective, and 33% of them rated themselves as highly effective teachers. A statistically significant difference between principals' ratings and first year teachers' ratings was detected from a chi-squared test. This difference reveals the possibility that a majority of first year teachers may have underestimated their impact on student learning. The results for Question 13 are also predicted by running further statistical analyses including the 12 indicators, which will be explained later.

Figure 9. Responses to Question 14 (Principal)

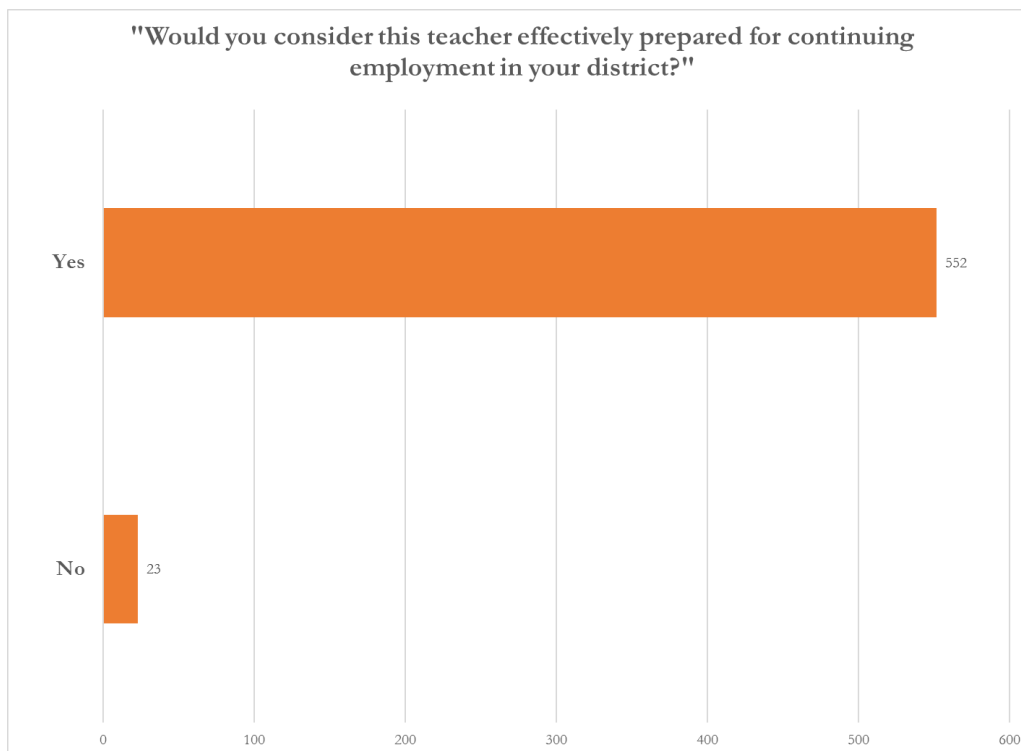
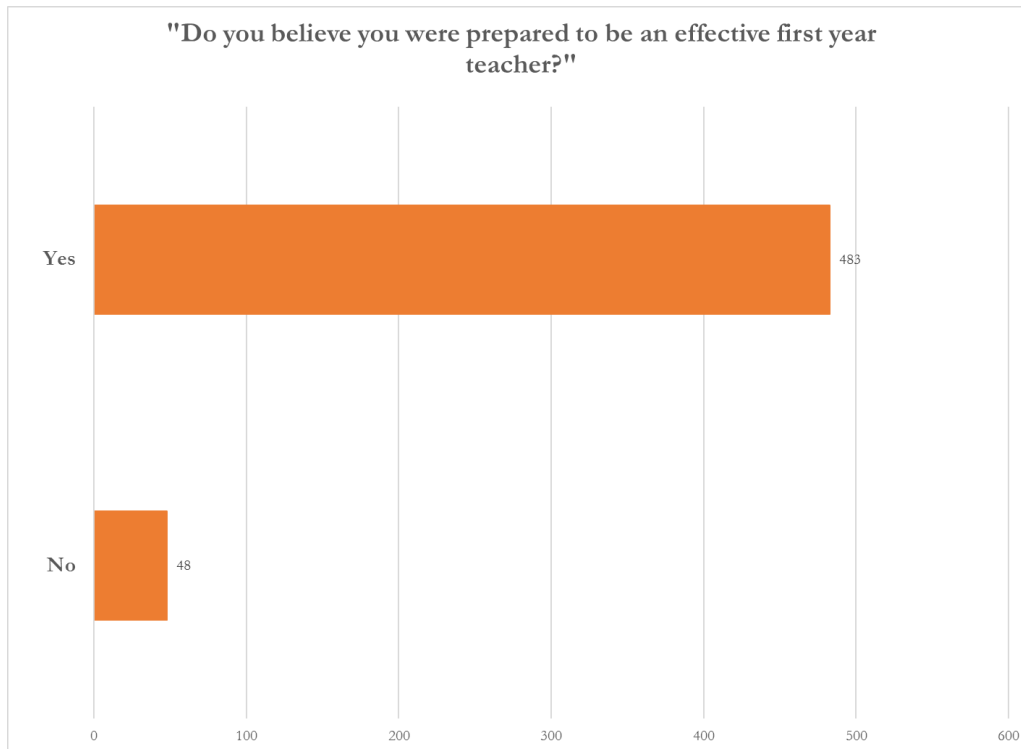


Figure 10. Responses to Question 14 (Teacher)



According to principals' responses to first year teachers' being effectively prepared for continuing employment, which is displayed in Figure 9, 96% of all principals responded "Yes". The results of first year teachers rating themselves as effectively prepared teachers are shown in Figure 10, and over 91% of them are confident that's they were well prepared to be an effective first year teacher. After applying a chi-squared test, there exists a statistically significant difference in the responses between principals and first year teachers. Thus, a significantly larger proportion of principals responded favorably to Question 14 as compared to teachers. Overall, responses to Question 14 reflect highly positive information for preparation institutions to receive as over 90% of principals and teachers believe in the effective preparation by the institutions. However, the little variability in responses leave little room in the area of predictive analyses, which will be described shortly.

Correlation Analysis

A correlation is a single number that describes the degree of relationship between two variables; and the range varies between -1 to +1. +1 indicates a perfect and positive relationship, 0 represents no relationship, and -1 shows the strongest negative relationship. Thus, a correlation analysis is run to measure the relationship between each pair of indicators in the survey.

Table 3. Correlation Coefficients between Indicators (Principal)

Indicator	1	2	3	4	5	6	7	8	9	10	11	12
1	1.00											
2	0.81	1.00										
3	0.80	0.78	1.00									
4	0.82	0.75	0.74	1.00								
5	0.76	0.72	0.72	0.78	1.00							
6	0.74	0.72	0.70	0.74	0.78	1.00						
7	0.80	0.77	0.78	0.82	0.81	0.76	1.00					
8	0.77	0.71	0.75	0.75	0.77	0.75	0.80	1.00				
9	0.76	0.74	0.77	0.76	0.71	0.68	0.76	0.74	1.00			
10	0.73	0.70	0.72	0.74	0.72	0.69	0.75	0.74	0.78	1.00		
11	0.78	0.74	0.80	0.71	0.66	0.65	0.73	0.70	0.75	0.75	1.00	
12	0.78	0.74	0.79	0.76	0.67	0.66	0.72	0.73	0.82	0.79	0.82	1.00

Note: All coefficients are statistically significant ($p < 0.05$)

For correlational relationships between the 12 indicators for principals, all values are extremely high and above 0.60. All correlation coefficients are positive, indicating that as the average response to one indicator increases, so does the average response to another indicator. There are four highest positive linear relationships within all indicators, with correlation coefficients of 0.82 (bolded in Table 2): Indicator 1 (Student Development) and Indicator 4 (Content Knowledge), Indicator 7 (Planning for Instruction) and Indicator 4 (Content Knowledge), Indicator 9 (Professional Learning and Ethical Practice) and Indicator 12 (Professional Dispositions), and Indicator 11 (Impact on Student Learning and Development) and Indicator 12 (Professional Dispositions). The correlations between individual standards within each given indicator for principals are also found to be large and positive (see Table 12 in the Appendix).

Table 4. Correlation Coefficients between Indicators (Teacher)

Indicator	1	2	3	4	5	6	7	8	9	10	11	12
1	1.00											
2	0.57	1.00										
3	0.56	0.50	1.00									
4	0.54	0.45	.051	1.00								
5	0.54	0.50	0.49	0.54	1.00							
6	0.50	0.45	0.49	0.48	0.49	1.00						
7	0.57	0.52	0.57	0.65	0.60	0.59	1.00					
8	0.52	0.47	0.56	0.57	0.55	0.58	0.63	1.00				
9	0.57	0.38	0.46	0.52	0.44	0.49	0.54	0.48	1.00			
10	0.49	0.45	0.52	0.52	0.47	0.52	0.61	0.52	0.64	1.00		
11	0.42	0.43	0.52	0.44	0.44	0.47	0.53	0.49	0.57	0.55	1.00	
12	0.48	0.43	0.50	0.45	0.43	0.44	0.48	0.49	0.63	0.55	0.63	1.00

Note: All coefficients are statistically significant ($p < 0.05$)

In comparison, for the correlation coefficients between 12 indicators for teachers, all numbers are much lower; most are between 0.40 and 0.60. The highest positive linear relationship is found between Indicator 9 (Professional Learning and Ethical Practice) and Indicator 10 (Leadership and Collaboration), with a correlation coefficient of 0.64 (bolded in Table 3). The correlations between individual standards within each given indicator for first year teachers are found to be moderate in size, and positive (see Table 13 in the Appendix).

Logistic Regression

In an attempt to perform some predictive analyses on the data, a logistic regression models were built using the indicators to predict principals' and teachers' responses to Question 13 and Question 14, respectively. This was important to know if some indicators weighed heavier than others on the perceived impact on student learning, and on the consideration of employing the teacher after the first year.

For principals, ordinal logistic regression model was built to predict principal responses to Question 13 ("Based upon the performance of this first year teacher, how would you rate his/her impact on student learning?") which has 4 responses options ("Highly Effective", "Moderately Effective", "Somewhat Effective", and "Ineffective") of. To find the most predictive model, Bayesian information criterion (generally known as BIC) was computed for all possible models, and the model with the lowest BIC was selected as the best model. First, 12 one-predictor models, using each of the 12 individual indicators, were built; and the model with the smallest BIC was chosen. Then, following a stepwise addition procedure, the rest of the 11 indicators were added to the model, and the model with the smallest BIC was again chosen. After several iterative steps, the final model with the lowest BIC was found, and the odds ratios, standard errors, p-values and 95% confidence intervals were also calculated thereafter. These results are shown in Table 5.

Table 5. Final Logistic Regression Model for Question 13 (Principal)

Indicator	Odds Ratio	Standard Error	p-value	95% C.I.
2. Learning Differences	1.80	0.27	0.03	[1.06, 3.04]
3. Learning Environments	3.35	0.30	0.00	[1.85, 6.10]
7. Planning for Instruction	2.21	0.30	0.01	[1.23, 3.98]
8. Instructional Strategies	2.00	0.28	0.01	[1.15, 3.49]
12. Professional Dispositions	3.75	0.30	0.00	[2.09, 6.82]

Note: All coefficients are statistically significant ($p < 0.05$)

Five out of 12 indicators were found to be highly predictive of responses to Question 13. The model, using the BIC fit statistic as aforementioned, is the model closest to the true model which predicted principals' ratings on teachers' impact on student learning. The 5 indicators are "Learning Differences", "Learning Environments", "Planning for Instruction", "Instructional Strategies", and "Professional Dispositions". For every 1-unit increase in the average response of Indicator 2 (Learning Differences), the odds of promoting the teachers' impact on student learning by one

response level increases by almost 2 times. For Indicator 3 (Learning Environments) and Indicator 12 (Professional Dispositions), the odds grow by over 3 times. For Indicator 7 (Planning for Instruction) and Indicator 8 (Instructional Strategies), the odds rise by about 2 times. All in all, responses to these 5 indicators are most important for getting insights on teachers' effectiveness on student learning.

Similar to the modeling process of Question 13 for principals, ordinal logistic regression was also applied to Question 13 for first year teachers ("Based upon your performance as a first year teacher, how would you rate your impact on student learning?"). After a few iterative steps, the most predictive model was found, as shown in Table 6.

Table 6. Final Logistic Regression Model for Question 13 (Teacher)

Indicator	Odds Ratio	Standard Error	p-value	95% C.I.
1. Student Development	1.94	0.24	0.01	[1.22, 3.11]
3. Learning Environments	3.39	0.24	0.00	[2.11, 5.48]
10. Leadership and Collaboration	2.12	0.21	0.00	[1.40, 3.24]

Only 3 indicators remain in the best model to predict first year teachers' self-rating on their impact on student learning. The 3 indicators are "Student Development", "Learning Environments", and "Leadership and Collaboration". For every 1-unit increase in the average of Indicator 1 (Student Development), the odds of promoting the teachers' significance on student learning by one response level increase by almost 2 times. For Indicator 3 (Learning Environments), the odds increase more than 3 times. For Indicator 10 (Leadership and Collaboration), the odds grow by approximately 2 times.

Furthermore, Question 14 for principals ("Would you consider this teacher effectively prepared for continuing employment in your district?") was a yes-no question, which was predicted by running a binary logistic regression model based on all 12 indicators. To find the most predictive model, Akaike information criterion (generally known as AIC) was computed for all possible models, and the model with the lowest AIC was defined as the best model. After the final model was found, odds ratios, standard errors, p-values and 95% confidence intervals were also computed.

Table 7. Final Logistic Regression Model for Question 14 (Principal)

Indicator	Odds Ratio	Standard Error	p-value	95% C.I.
1. Student Development	0.27	0.61	0.12	[0.05, 1.44]
3. Learning Environments*	5.32	0.85	0.02	[1.32, 24.52]
7. Planning for Instruction*	8.17	0.874	0.01	[1.60, 44.88]
11. Impact on Student Learning and Development*	7.03	0.84	0.00	[2.21, 24.77]

Note: * means the indicator is statistically significant in the model ($p < 0.05$)

As shown in Table 7, the model with 4 indicators was found to be the closest to the true model for predicting principals' consideration of the first year teacher being effectively prepared for continuing employment. The 4 indicators are "Student Development", "Learning Environments", "Planning for Instruction", and "Impact on Student Learning and Development". All indicators were statistically significant in the final model, except Indicator 1 (Student Development). For every 1-unit increase in the average rating of Indicator 3 (Learning Environments), the odds of recommending a teacher increases by more than 5 times. For Indicator 7 (Planning for Instruction), the odds increases by over 8 times. For Indicator 11 (Impact on Student Learning and Development), the odds grows by about 7 times. Generally, responses to these 3 statistically significant indicators are very essential in understanding how likely a first year teacher will be considered for further employment in Nebraska schools.

For teachers, a binary logistic regression model was also built to predict responses to Question 14 ("Do you believe you were prepared to be an effective first year teacher?"). After comparing all possible models, the best model was obtained and displayed in Table 8.

Table 8. Final Logistic Regression Model for Question 14 (Teacher)

Indicator	Odds Ratio	Standard Error	p-value	95% C.I.
1. Student Development*	2.65	0.44	0.03	[1.13, 6.35]
4. Content Knowledge*	2.99	0.46	0.02	[1.24, 7.53]
6. Assessment*	2.06	0.36	0.04	[1.02, 4.23]
7. Planning for Instruction	1.96	0.37	0.15	[0.79, 4.97]
8. Instructional Strategies*	2.50	0.40	0.02	[1.14, 5.58]
10. Leadership and Collaboration*	0.32	0.36	0.00	[0.15, 0.65]

Note: * means the indicator is statistically significant in the model ($p < 0.05$)

For first year teachers, half of the 12 indicators contributed to the most predictive model of preparation for teaching. The 6 indicators are "Student Development", "Content Knowledge", "Assessment", "Planning for Instruction", "Instructional Strategies", and "Leadership and Collaboration". All indicators were statistically significant in the final model, except for Indicator 7 (Planning for Instruction). For every 1-unit increase in the average rating of Indicator 1 (Student Development), the odds of the teacher believing he or she was effectively prepared increases by about 3 times. For Indicator 4 (Content Knowledge), the odds also rises by almost 3 times. For Indicator 6 (Assessment) and Indicator 8 (Instructional Strategies), the odds grow by more than 2 times. Interestingly, for Indicator 10 (Leadership and Collaboration), the odds actually decreases by about 3 times.

Conclusions

Since the previous year, there were some changes made to the 201617 Nebraska First Year Teacher Survey. The biggest change in survey implementation this school year was that the NFYTS was also sent to first year teachers for the first time. Moreover, based on the results of last year's split-ballot experiment, Question 15, which asked for comments to inform the preparation institution with its continuing improvement efforts, included the actual name of the preparation institution in the question wording. This was found to elicit responses with better data quality. (The report on that experiment is available upon request.) In terms of survey design, for first year teachers with more than one endorsement, a mandatory question was displayed for principals and teachers to select one endorsement that represents the primary area of focus.

The response rates from both groups of respondents were relatively high, indicating another year of successful implementation. The responses rate of principals' submission is 64%, which is about 5% lower than the response rate from the previous year. The response rate of first year teachers is 59%, which is relatively high for the first round of the survey.

All 12 indicators were found to be highly correlated with each other for principals, and the standards within each indicators were also highly correlated with each other. For first year teachers, all indicators had a relatively high correlation with each other, and the standards within each indicators also had a relatively high correlation with each other. This indicates that only little unique pieces of information were being generated from each indicator, or from each standard within an indicator. The charts showing the mean responses of principals and teachers also show little discrepancy across preparation institutions and endorsement types. Therefore, one suggestion for the next iteration of the NFYTS is to increase the number of response options from a 4-point scale to a 5-point scale. This can potentially increase the utility of the data and allow for concrete analyses.

The second recommendation is to reduce the number of survey requests that principals receive for the NFYTS. A single principal might be responsible for multiple first year teachers, and thus would have to fill out the same survey several times. This year, there were principals which had to complete the survey up to 7 times for 7 first year teachers in their building. This increase respondent burden and can adversely affect data quality. Thus, one suggestion for next year's NFYTS is to randomly sample some first year teachers for principals with multiple first year teachers so they do not receive a survey invitation for every first year teacher in their building. Another proposal is to split the responsibility of completing the survey for each first year teacher to other school staff who also work closely with the teacher.

The results obtained from the Nebraska First Year Teacher Survey is highly valuable for the continuous improvement of teacher preparation programs among Nebraska's higher educational institutions. The survey is a vital element which helps the Nebraska Department of Education measure how first-year teachers are performing, understand what can be done to improve their effectiveness, and support preparation programs to better equip and produce high quality first-year teachers.

Appendix

Table 9. Survey Timeline

DATE	ACTIVITY	COMMENTS
January 16, 2017	Initial Email List	Russ Vogel to send APS (Adult Program Services) email list
January 30, 2017	Final Email List	APS to send final email list to DRE (Data, Research and Evaluation)
February 27, 2017	Pre-notice to HR/Institutional Research Staff	Sharon Katt to send pre-notice to HR/Institutional Research staff
March 1, 2017	Pre-notice	DRE to send pre-notice to principals and teachers
March 13, 2017	Email Invitation	DRE to send invitation to principals and teachers
March 13, 2017	Pre-notice to Institutions	Pat Madsen to enlist help from institutions for upcoming final reminder
Every Thursday, March 16 – April 20, 2017	Bulletin Announcement	NDE Helpdesk to include NFYTS announcement on weekly bulletin
March 27, 2017	Email Reminder	DRE to send reminder to non-respondents
April 14, 2017	Non-respondent List Preparation	DRE to send non-respondent lists to Pat Madsen
April 17, 2017	Information for Preparation Institutions	Pat Madsen to send non-respondent lists to institutions
April 19, 2017	Final Email Reminder	Institutions to send final reminder to non-respondents
April 24, 2017	Closure	DRE to close the NFYTS



Pre-notice to HR/Institutional Research Staff

Date: February 27, 2017

To: [Human Resource and Institutional Research Contacts]

Subject: Announcement of the 2017 Nebraska First Year Teacher Survey

Attachment: 2017 Nebraska First Year Teacher Survey.pdf

Good morning,

We are once again scheduled to distribute the 2017 Nebraska First Year Teacher Survey, now in its third year of statewide distribution. We were extremely pleased with the 69% response rate last year, and continue to appreciate your support in this endeavor!

Please note that this year, we are requesting both principals and first year teachers themselves to fill out the survey. The paper version of the survey is attached as a PDF. The survey invitation will be sent via email on March 13, 2017 to principals and first year teachers.

This email is being sent to a list I have created for Human Resource and Institutional Research contacts within larger school systems. Please feel free to forward and share with others as you see fit. I know that you have taken opportunities to encourage principals to complete the survey in the past. NDE will again appreciate your kind and continuous support this year to garner a high response rate from both principals and first year teachers. The institutions, as always, are anxious and excited to receive the information to support their continuing improvement efforts.

If you would like a list of the principals and/or first year teachers in your district who will receive the survey invitation, please let me know!

Regards,

Sharon Katt
Administrator
Adult Program Services
Sharon.Katt@nebraska.gov



Pre-notice to Principals

Date: March 1, 2017

To: [Principal_Email]

Subject: Announcement of the 2017 Nebraska First Year Teacher Survey

Dear \${m://FirstName} \${m://LastName},

The purpose of this email is to give you an advance notice and to request your assistance in completing the 2017 Nebraska First Year Teacher Survey which will be sent via email to you on March 13, 2017. This survey will be sent to principals who have new-to-the-profession teachers who are completing their first full year of teaching in 2016-2017. These teachers will have obtained a regular initial teaching certificate during the 2015-2016 school year. The purpose of this survey is to gather administrator perceptions regarding the effectiveness of the teacher preparation institution in preparing first year teachers to be classroom-ready.

According to our records, [Teacher_Name] is a first year teacher at [School_Name]. If you believe you have received this email in error, please notify us by **March 8, 2017** at nde.research@nebraska.gov. This will allow us to direct the actual survey, which will be sent on March 13, 2017 to the appropriate administrator.

You will receive a separate email for each first year teacher the Nebraska Department of Education (NDE) has identified as being employed at your school. The survey will take approximately 10 minutes to complete. Please remember that the survey is not designed to be an evaluation of the first year teacher, but rather, the information gained will be shared with the respective institutions to inform their continuous improvement efforts related to preparing effective educators for Nebraska schools.

Please note that these first year teachers will also receive an invitation to participate in the 2017 Nebraska First Year Teacher Survey. That version of the survey is intended to gather first year teacher perceptions regarding the extent to which they believe they were effectively prepared for teaching in the school system.

We have also reached out to personnel at the Research and Evaluation Office and/or a Human Resources Office in school systems associated with this effort. We provided these individuals with an advance paper version of the survey for their information and consideration.

Should you have any questions, please direct them to nde.research@nebraska.gov.

Sincerely,

Pat Madsen
Teacher Education Specialist
Adult Program Services
Pat.Madsen@nebraska.gov



Pre-notice to Teachers

Date: March 1, 2017

To: [Teacher_Email]

Subject: Announcement of the 2017 Nebraska First Year Teacher Survey

Dear \${m://FirstName} \${m://LastName},

The purpose of this email is to give you an advance notice and to request your assistance in completing the 2017 Nebraska First Year Teacher Survey which will be sent via email to you on March 13, 2017. Our records indicate that you completed a teacher preparation program at a Nebraska institution and are completing your first full year of teaching in 2016-2017. This survey will specifically be directed to first year teachers who obtained a regular initial teaching certificate during the 2015-2016 school year. The purpose of this survey is to gather your perceptions regarding the extent to which you believe you were effectively prepared for teaching in the school system.

If you believe you have received this email in error, please notify us by **March 8, 2017** at nde.research@nebraska.gov. This will allow us to direct the actual survey, which will be sent on March 13, 2017 only to first year teachers, as defined above.

The survey will take approximately 10 minutes to complete. Public reports will only use aggregated data and will not identify individual teachers. Information gained from the survey will provide invaluable help to NDE and the respective teacher preparation institutions for their continuous improvement efforts related to preparing effective educators for Nebraska schools.

Please note that principals with first year teachers in their school buildings will also receive an invitation to participate in the 2017 Nebraska First Year Teacher Survey. That version of the survey is intended to obtain administrator perceptions regarding the effectiveness of the teacher preparation institution in preparing first year teachers to be classroom-ready.

Should you have any questions, please direct them to nde.research@nebraska.gov.

Sincerely,

Pat Madsen
Teacher Education Specialist
Adult Program Services
Pat.Madsen@nebraska.gov



Email Invitation to Principals

Date: March 13, 2017

To: [Principal_Email]

Subject: 2017 Nebraska First Year Teacher Survey

Dear \${m://FirstName} \${m://LastName},

The Nebraska Department of Education (NDE), Nebraska's educator preparation programs, and Nebraska's school systems share a common goal to ensure that Nebraska students are taught by highly effective teachers. School partners provide valuable information for increased accountability in teacher preparation institutions as they address their obligation to prepare classroom-ready teachers.

NDE is requesting your participation in the 2017 Nebraska First Year Teacher survey, for which you should have received an advance notice email on March 1, 2017. You will receive a separate survey invitation via email for each teacher in your building that will complete their first full year of teaching in 2016-2017 on a regular initial teaching certificate. The survey is designed to gather your input regarding **the extent to which you find the first-year teacher was effectively prepared** for their assignment in your school, and is not meant to be an evaluation of the teacher. No information from this survey will be shared with individual teachers. NDE will compile and share results with the respective institutions for their continuous improvement and accountability considerations.

Please complete the survey, which we anticipate will take approximately 10 minutes, for the following first year teacher:

Name: \${e://Field/TeacherFirstName} \${e://Field/TeacherLastName}

Endorsement(s): \${e://Field/Endorsements}

School: \${e://Field/SchoolName} (ID: \${e://Field/SchoolID})

Teacher Preparation Institution: \${e://Field/BestRecommendingInstitutionName}

Survey Link: \${l://SurveyLink?d=Take%20the%20Survey}

To assist you, a companion document has been embedded into the survey which provides example indicators for each item on the survey.

If you believe this survey was sent to you in error, please forward the survey to the appropriate school principal/administrator or let us know by emailing nde.research@nebraska.gov.

Thank you for your time and assistance in completing the 2017 Nebraska First Year Teacher Survey. The survey will close on **April 24, 2017, so please respond at your earliest convenience**. We hope you see this as a partnership opportunity to inform the institutions and NDE regarding the quality of preparation programs and candidates produced—all toward the objective of improved outcomes for Nebraska students.

Should you have any questions, please direct them to nde.research@nebraska.gov.

Thank you.



Sincerely,

Pat Madsen
Teacher Education Specialist
Adult Program Services
Pat.Madsen@nebraska.gov



Email Invitation to Teachers

Date: March 13, 2017

To: [Teacher_Email]

Subject: 2017 Nebraska First Year Teacher Survey

Dear \${m://FirstName} \${m://LastName},

The Nebraska Department of Education (NDE), Nebraska's educator preparation programs, and Nebraska's school systems share a common goal to ensure that Nebraska students are taught by highly effective teachers. School partners provide valuable information for increased accountability in teacher preparation institutions as they address their obligation to prepare classroom-ready teachers.

As a teacher completing your first full year of teaching in 2016-2017 on a regular initial teaching certificate, NDE is requesting your participation in the 2017 Nebraska First Year Teacher survey, for which you should have received an advance notice email on March 1, 2017. The survey is designed to gather your input regarding **the extent to which you believe you were effectively prepared for teaching in the school system**. Note that public reports will only use aggregated data and will not identify individual teachers. Information gained from the survey will provide invaluable help to NDE and the respective teacher preparation institutions for their continuous improvement efforts related to preparing effective educators for Nebraska schools.

Please complete the survey, which we anticipate will take approximately 10 minutes, at the link below. To assist you, a companion document has been embedded into the survey which provides example indicators for each item on the survey.

Survey Link: \${l://SurveyLink?d=Take%20the%20Survey}

If you believe this survey was sent to you in error, please let us know by emailing nde.research@nebraska.gov.

Thank you for your time and assistance in completing the 2017 Nebraska First Year Teacher Survey. The survey will close on **April 24, 2017, so please respond at your earliest convenience**. We hope you see this as a partnership opportunity to inform the institutions and NDE regarding the quality of preparation programs and candidates produced—all toward the objective of improved outcomes for Nebraska students.

Should you have any questions, please direct them to nde.research@nebraska.gov.

Thank you.

Sincerely,

Pat Madsen
Teacher Education Specialist
Adult Program Services



Pat.Madsen@nebraska.gov

Pre-notice to Institutions

Date: March 13, 2017

To: [Institution Contacts]

Subject: 2017 Nebraska First Year Teacher Survey Released Today

Attachments: PrincipallInvite.pdf, TeacherInvite.pdf

Good morning,

I wanted to let you know that the survey for Nebraska first year teachers prepared by Nebraska institutions was sent today. Please note that this year, we are requesting both principals and first year teachers themselves to fill out the survey. Attached are the texts of the survey invitation that was sent via email to principals and first year teachers.

We hope that, as in previous years, you are able to help us send the final reminder to principals/administrators and first year teachers (associated with your institution) on or about April 19, 2017. This final reminder has always increased our response rates substantially, thus ensuring that as many respondents are heard from. We will provide you with the list of those who have yet to respond on or about April 14, 2017.

As always, THANK YOU for your continued support.

Sincerely,

Pat Madsen
Teacher Education Specialist
Adult Program Services
Pat.Madsen@nebraska.gov



Bulletin Announcement

Date: Every Thursday, March 16 – April 20, 2017

To: [NDE Bulletin Recipients]

Subject: 2017 Nebraska First Year Teacher Survey

Contact: nde.research@nebraska.gov

Nebraska first year teachers who completed their teacher preparation program at a Nebraska institution, and school principals of these first year teachers, were sent an email invitation on March 13, 2017 to complete the 2017 Nebraska First Year Teacher Survey. The intent of the Nebraska First Year Teacher Survey is to obtain critical and consistent program effectiveness information from P-12 school partners that will be used by Nebraska teacher preparation institutions and the Nebraska Department of Education for continuous improvement. If you have received the email invitation and have completed the survey, we thank you for your time. If you have received the email invitation but have yet to complete the survey, please do so by **April 24, 2017**.



Email Reminder to Principals

Date: March 27, 2017

To: [Principal_Email]

Subject: Reminder: 2017 Nebraska First Year Teacher Survey

Dear \${m://FirstName} \${m://LastName},

On March 13, we sent you an email invitation to participate in the 2017 Nebraska First Year Teacher Survey. This survey is important as it provides Nebraska educator preparation institutions with your perceptions regarding the extent to which the first year teacher(s) employed by your system was effectively prepared by a Nebraska institution. To the best of our knowledge, you have yet to respond to this survey. We are reaching out to you again because **your response is very important to us.**

The survey should take approximately 10 minutes to complete. Your responses to this survey will not be shared with individual teachers. Information will be compiled and shared with the respective teacher preparation institutions. Please complete the survey by **April 24, 2017.**

The survey can be accessed by clicking on the following link:

[\\${l://SurveyLink?d=Take%20the%20Survey}](#)

Should you have any questions, please direct them to nde.research@nebraska.gov.

Sincerely,

Pat Madsen
Teacher Education Specialist
Adult Program Services
Pat.Madsen@nebraska.gov



Email Reminder to Teachers

Date: March 27, 2017

To: [Teacher_Email]

Subject: Reminder: 2017 Nebraska First Year Teacher Survey

Dear \${m://FirstName} \${m://LastName},

On March 13, we sent you an email invitation to participate in the 2017 Nebraska First Year Teacher Survey. This survey is important as it provides Nebraska educator preparation institutions with your perceptions regarding the extent to which you believe you were effectively prepared by a Nebraska institution for teaching in the school system. To the best of our knowledge, you have yet to respond to this survey. We are reaching out to you again because **your response is very important to us.**

The survey should take approximately 10 minutes to complete. Public reports will only use aggregated data and will not identify individual teachers. Please complete the survey by **April 24, 2017.**

The survey can be accessed by clicking on the following link:

[\\${l://SurveyLink?d=Take%20the%20Survey}](#)

Should you have any questions, please direct them to nde.research@nebraska.gov.

Sincerely,

Pat Madsen
Teacher Education Specialist
Adult Program Services
Pat.Madsen@nebraska.gov



Help Request: Final Email Reminder

Date: April 17, 2017

To: [Institution Contacts]

Subject: Reminder Help: 2017 Nebraska First Year Teacher Survey

Attachment: List.xls

Good morning,

Attached you will find the list of principals and first year teachers who have not yet responded to the 2017 Nebraska First Year Teacher Survey as of April 14, 2017. As we have mentioned previously in an email, we hope you will consider making a contact with these folks to assure them that their participation is important. To date, we are at a XX% response rate, and our goal is to increase that significantly!

The following is a suggestion for your email contact to the principals and first year teachers on **Wednesday, April 19, 2017.**

Subject: Final Reminder: 2017 Nebraska First Year Teacher Survey

Greetings!

On March 13, 2017, you received a request from the Nebraska Department of Education (NDE) to participate in the 2017 Nebraska First Year Teacher Survey. This survey is important to _____ [Institution Name], as well as Nebraska educator preparation institutions in general, as it provides us with your perceptions as a:

- 1) Principal, regarding the extent to which the first year teacher(s) employed by your school system was effectively prepared; or
- 2) First year teacher, regarding the extent to which you believe you were effectively prepared for teaching in the school system.

According to NDE records, you have yet to respond to this survey. I am reaching out to ask you to please consider completing the survey which will close on **Monday, April 24, 2017.**

Note to principals: The survey is not intended to be an evaluation of the first year teacher, but rather to inform continuous improvement efforts related to preparing effective educators for Nebraska schools.

If you cannot locate the email invitation from nde.research@nebraska.gov on March 13, 2017, please send an email to nde.research@nebraska.gov and it will be resent to you.

Please reach out if you have any questions. THANK YOU for your support!

Pat Madsen
Teacher Education Specialist
Adult Program Services
Pat.Madsen@nebraska.gov

Table 10. Average Responses for Each Standard within an Indicator

	Principals	Teachers
Standard 1.1	2.474048443	2.457786116
Standard 1.2	2.487847222	2.483146067
Standard 1.3	2.454072790	2.323917137
Standard 2.1	2.485217391	2.508442777
Standard 2.2	2.470383275	2.409005629
Standard 3.1	2.508650519	2.527204503
Standard 3.2	2.519930676	2.549718574
Standard 3.3	2.400346620	2.247654784
Standard 4.1	2.467128028	2.435272045
Standard 4.2	2.454072790	2.327067669
Standard 4.3	2.560000000	2.415730337
Standard 5.1	2.248239437	2.283834586
Standard 5.2	2.294736842	2.298311445
Standard 6.1	2.326388889	2.419475655
Standard 6.2	2.276041667	2.330827068
Standard 7.1	2.384083045	2.299625468
Standard 7.2	2.377816291	2.350187266
Standard 7.3	2.373472949	2.395131086
Standard 8.1	2.395833333	2.478424015
Standard 8.2	2.335069444	2.353932584
Standard 8.3	2.349565217	2.314606742
Standard 9.1	2.530329289	2.585365854
Standard 9.2	2.700173310	2.762264151
Standard 9.3	2.441941075	2.601503759
Standard 10.1	2.465968586	2.573033708
Standard 10.2	2.431542461	2.392120075
Standard 11.1	2.611498258	2.706214689
Standard 12.1	2.619377163	2.765917603
Standard 12.2	2.569204152	2.709193246
Standard 12.3	2.579584775	2.747191011
Standard 12.4	2.672443674	2.829268293

Table 11. t-test Results of Indicators

Indicator	t-value (p-value)
1. Student Development	1.437 (0.151)
2. Learning Differences	0.602 (0.547)
3. Learning Environments	0.934 (0.351)
4. Content Knowledge	3.115 (0.002)
5. Application of Content	-0.600 (0.552)
6. Assessment	-1.876 (0.061)
7. Planning for Instruction	0.849 (0.396)
8. Instructional Strategies	-0.679 (0.497)
9. Professional Learning and Ethical Practice	-2.935 (0.003)
10. Leadership and Collaboration	-0.906 (0.365)
11. Impact on Student Learning and Development	-2.814 (0.005)
12. Professional Dispositions	-5.207 (0.000)

Table 12. Correlation between Standards within Each Indicator (Principal)

Indicator 1. Student Development (Principal)

Correlation Coefficient	Standard 1.1	Standard 1.2	Standard 1.3
Standard 1.1	1.00		
Standard 1.2	0.83	1.00	
Standard 1.3	0.70	0.70	1.00

Indicator 2. Learning Differences (Principal)

Correlation Coefficient	Standard 2.1	Standard 2.2
Standard 2.1	1.00	
Standard 2.2	0.80	1.00

Indicator 3. Learning Environments (Principal)

Correlation Coefficient	Standard 3.1	Standard 3.2	Standard 3.3
Standard 3.1	1.00		
Standard 3.2	0.72	1.00	
Standard 3.3	0.69	0.79	1.00

Indicator 4. Content Knowledge (Principal)

Correlation Coefficient	Standard 4.1	Standard 4.2	Standard 4.3
Standard 4.1	1.00		
Standard 4.2	0.79	1.00	
Standard 4.3	0.66	0.70	1.00

Indicator 5. Application of Content (Principal)

Correlation Coefficient	Standard 5.1	Standard 5.2
Standard 5.1	1.00	
Standard 5.2	0.75	1.00

Indicator 6. Assessment (Principal)

Correlation Coefficient	Standard 6.1	Standard 6.2
Standard 6.1	1.00	
Standard 6.2	0.88	1.00

Indicator 7. Planning for Instruction (Principal)

Correlation Coefficient	Standard 7.1	Standard 7.2	Standard 7.3
Standard 7.1	1.00		
Standard 7.2	0.75	1.00	
Standard 7.3	0.76	0.77	1.00

Indicator 8. Instructional Strategies (Principal)

Correlation Coefficient	Standard 8.1	Standard 8.2	Standard 8.3
Standard 8.1	1.00		
Standard 8.2	0.85	1.00	
Standard 8.3	0.62	0.65	1.00

Indicator 9. Professional Learning and Ethical Practice (Principal)

Correlation Coefficient	Standard 9.1	Standard 9.2	Standard 9.3
Standard 9.1	1.00		
Standard 9.2	0.64	1.00	
Standard 9.3	0.69	0.66	1.00

Indicator 10. Leadership and Collaboration (Principal)

Correlation Coefficient	Standard 10.1	Standard 10.2
Standard 10.1	1.00	
Standard 10.2	0.78	1.00

Indicator 11. Impact on Student Learning and Development (Principal)

Correlation Coefficient	Standard 11.1
Standard 11.1	1.00

Indicator 12. Professional Dispositions (Principal)

Correlation Coefficient	Standard 12.1	Standard 12.2	Standard 12.3	Standard 12.4
Standard 12.1	1.00			
Standard 12.2	0.78	1.00		
Standard 12.3	0.78	0.82	1.00	
Standard 12.4	0.76	0.77	0.81	1.00

Table 13. Correlation between Standards within Each Indicator (Teacher)

Indicator 1. Student Development (Teacher)

Correlation Coefficient	Standard 1.1	Standard 1.2	Standard 1.3
Standard 1.1	1.00		
Standard 1.2	0.57	1.00	
Standard 1.3	0.51	0.49	1.00

Indicator 2. Learning Differences (Teacher)

Correlation Coefficient	Standard 2.1	Standard 2.2
Standard 2.1	1.00	
Standard 2.2	0.54	1.00

Indicator 3. Learning Environments (Teacher)

Correlation Coefficient	Standard 3.1	Standard 3.2	Standard 3.3
Standard 3.1	1.00		
Standard 3.2	0.59	1.00	
Standard 3.3	0.37	0.54	1.00

Indicator 4. Content Knowledge (Teacher)

Correlation Coefficient	Standard 4.1	Standard 4.2	Standard 4.3
Standard 4.1	1.00		
Standard 4.2	0.57	1.00	
Standard 4.3	0.45	0.45	1.00

Indicator 5. Application of Content (Teacher)

Correlation Coefficient	Standard 5.1	Standard 5.2
Standard 5.1	1.00	
Standard 5.2	0.56	1.00

Indicator 6. Assessment (Teacher)

Correlation Coefficient	Standard 6.1	Standard 6.2
Standard 6.1	1.00	
Standard 6.2	0.75	1.00

Indicator 7. Planning for Instruction (Teacher)

Correlation Coefficients	Standard 7.1	Standard 7.2	Standard 7.3
Standard 7.1	1.00		
Standard 7.2	0.57	1.00	
Standard 7.3	0.54	0.67	1.00

Indicator 8. Instructional Strategies (Teacher)

Correlation Coefficient	Standard 8.1	Standard 8.2	Standard 8.3
Standard 8.1	1.00		
Standard 8.2	0.73	1.00	
Standard 8.3	0.45	0.49	1.00

Indicator 9. Professional Learning and Ethical Practice (Teacher)

Correlation Coefficient	Standard 9.1	Standard 9.2	Standard 9.3
Standard 9.1	1.00		
Standard 9.2	0.55	1.00	
Standard 9.3	0.56	0.59	1.00

Indicator 10. Leadership and Collaboration (Teacher)

Correlation Coefficient	Standard 10.1	Standard 10.2
Standard 10.1	1.00	
Standard 10.2	0.63	1.00

Indicator 11. Impact on Student Learning and Development (Teacher)

Correlation Coefficient	Standard 11.1
Standard 11.1	1.00

Indicator 12. Professional Dispositions (Teacher)

Correlation Coefficient	Standard 12.1	Standard 12.2	Standard 12.3	Standard 12.4
Standard 12.1	1.00			
Standard 12.2	0.62	1.00		
Standard 12.3	0.54	0.66	1.00	
Standard 12.4	0.62	0.61	0.67	1.00

Figure 11. Responses to Question 13 by Preparation Institution (Principal)

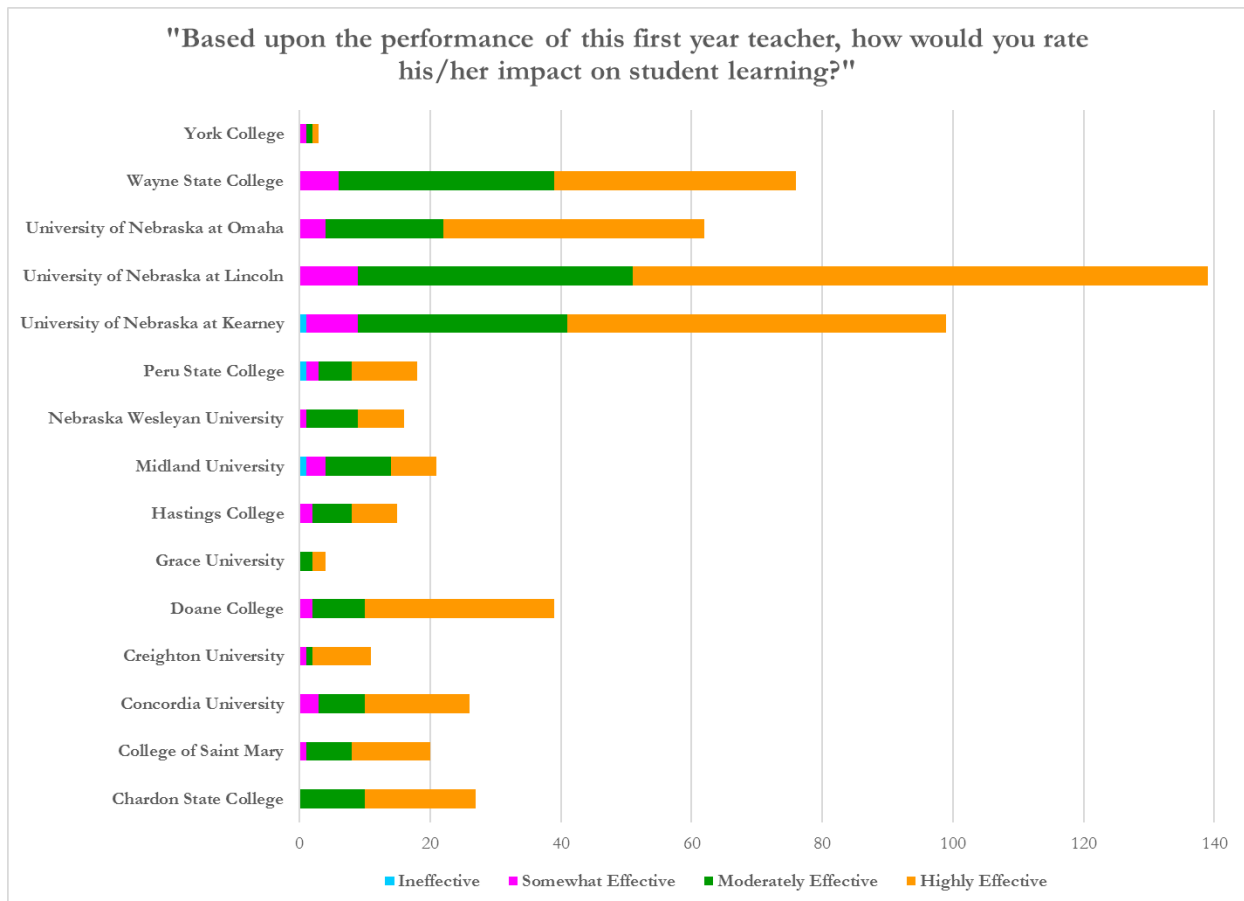


Figure 12. Responses to Question 14 by Preparation Institution (Principal)

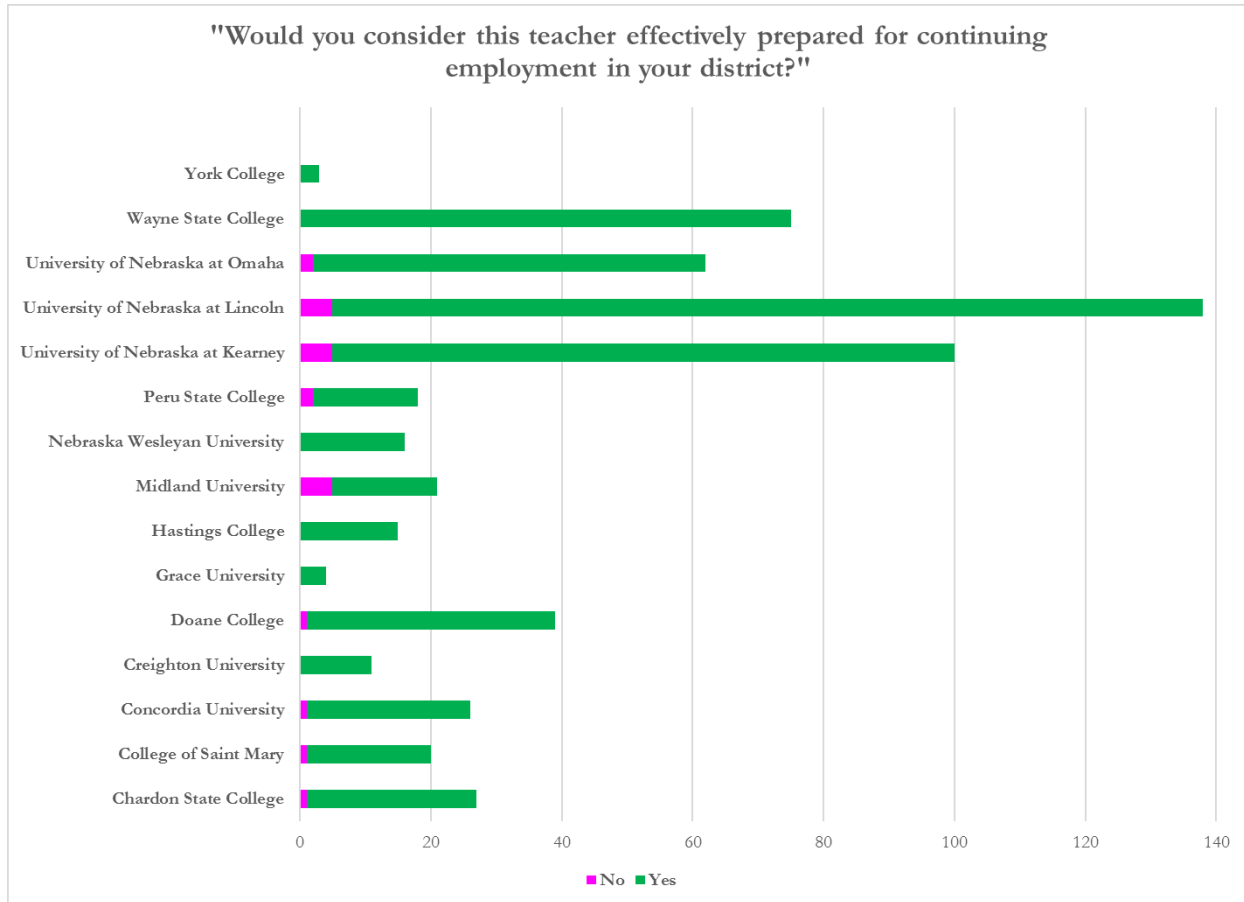


Figure 13. Responses to Question 13 by Preparation Institution (Teacher)

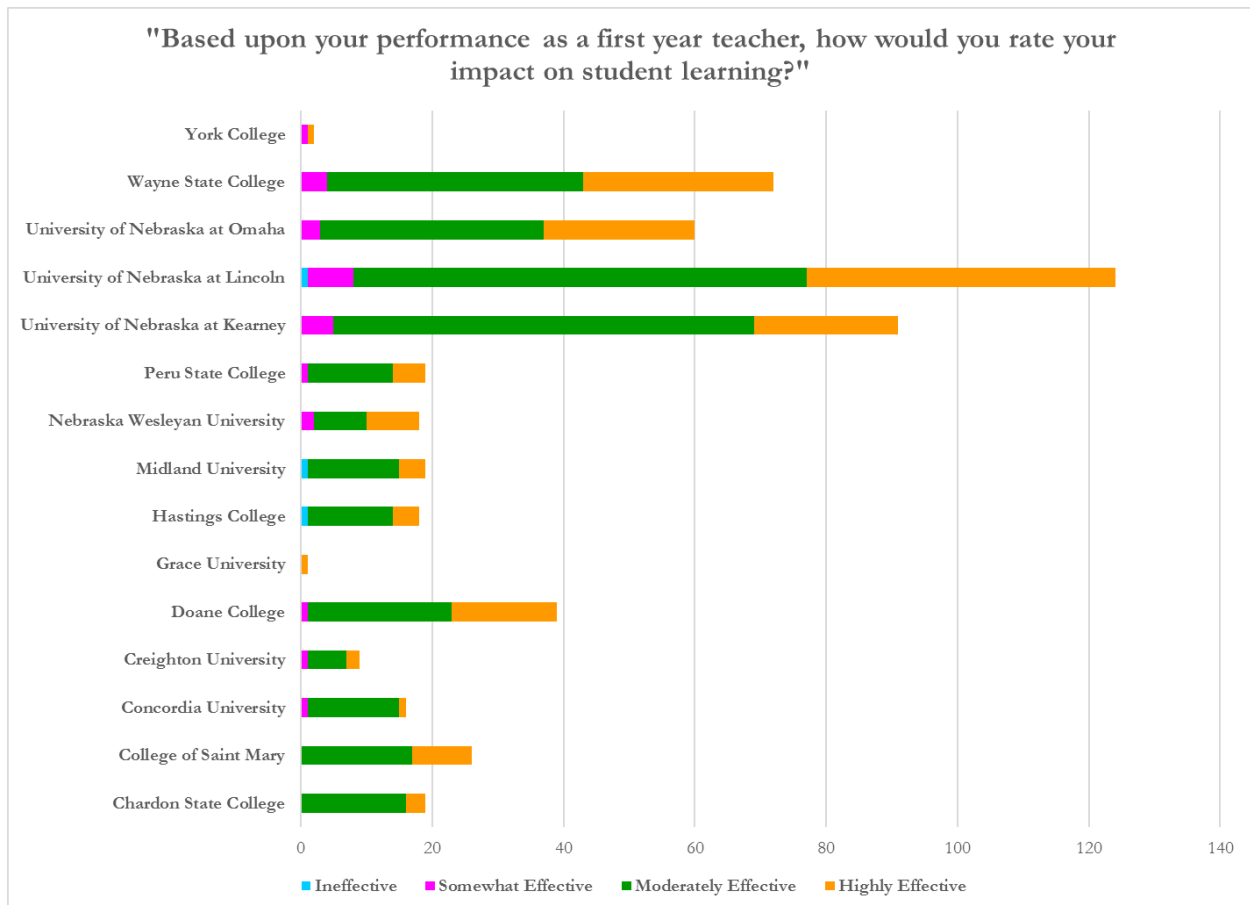


Figure 14. Responses to Question 14 by Preparation Institution (Teacher)

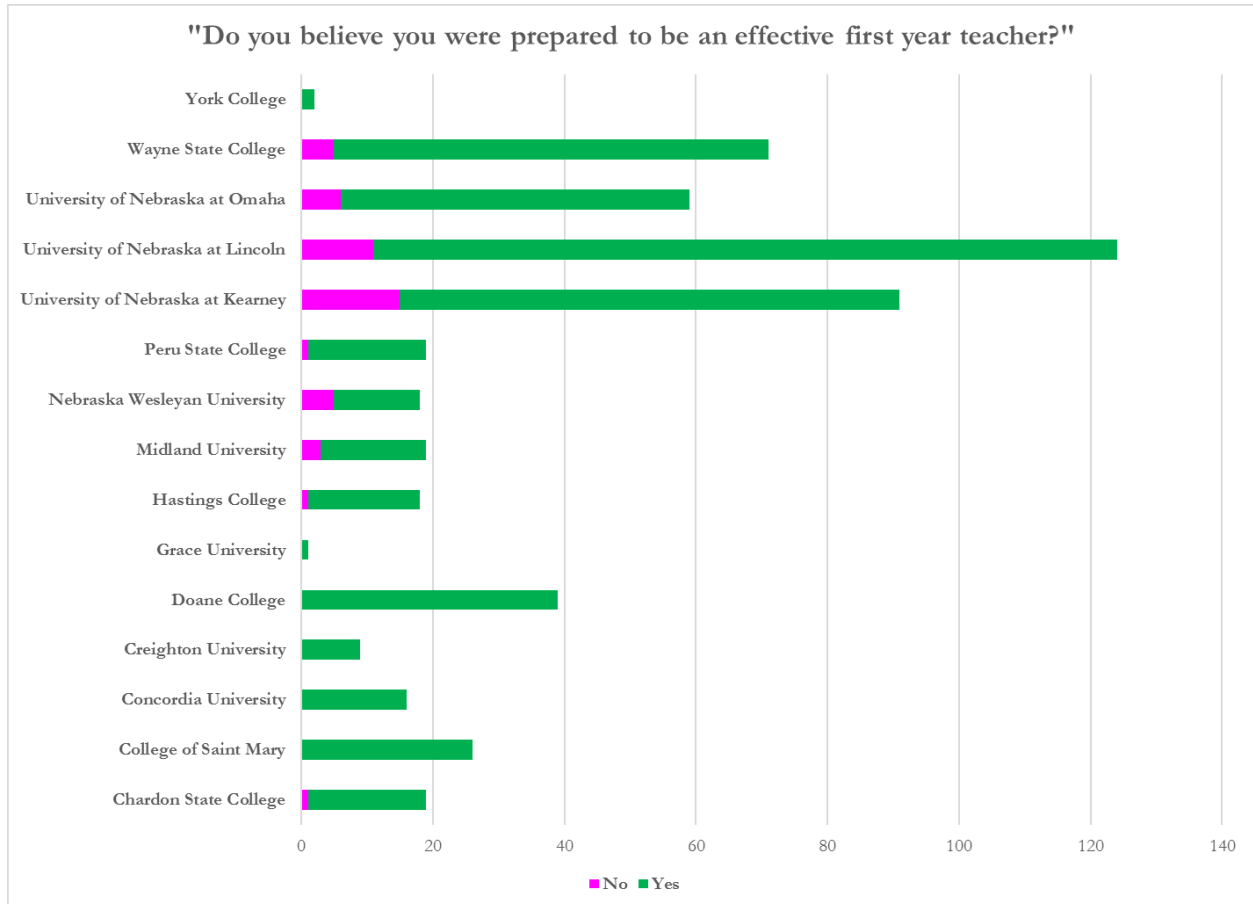


Figure 15. Survey Responses by Endorsement Type (Principals)

Statewide										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
		N	%	N	%	N	%	N	%	N
Indicator 1.1	Content Endorsements	109	47.81%	100	43.86%	19	8.33%			228
	Early Childhood	21	58.33%	13	36.11%	2	5.56%			36
	Elementary	128	58.18%	75	34.09%	15	6.82%	2	0.91%	220
	Middle Grades	6	50.00%	5	41.67%	1	8.33%			12
	Special Education	52	63.41%	29	35.37%	1	1.22%			82
	Total	316	54.67%	222	38.41%	38	6.57%	2	0.35%	578
Indicator 1.2	Content Endorsements	113	49.56%	100	43.86%	15	6.58%			228
	Early Childhood	24	66.67%	9	25.00%	3	8.33%			36
	Elementary	127	58.26%	72	33.03%	18	8.26%	1	0.46%	218
	Middle Grades	5	41.67%	6	50.00%	1	8.33%			12
	Special Education	52	63.41%	29	35.37%	1	1.22%			82
	Total	321	55.73%	216	37.50%	38	6.60%	1	0.17%	576
Indicator 1.3	Content Endorsements	122	53.74%	91	40.09%	13	5.73%	1	0.44%	227
	Early Childhood	21	58.33%	11	30.56%	4	11.11%			36
	Elementary	116	52.73%	78	35.45%	23	10.45%	3	1.36%	220
	Middle Grades	6	50.00%	5	41.67%	1	8.33%			12
	Special Education	50	60.98%	28	34.15%	4	4.88%			82
	Total	315	54.59%	213	36.92%	45	7.80%	4	0.69%	577
Indicator 2.1	Content Endorsements	123	54.67%	84	37.33%	18	8.00%			225
	Early Childhood	22	61.11%	11	30.56%	3	8.33%			36
	Elementary	123	55.91%	73	33.18%	22	10.00%	2	0.91%	220
	Middle Grades	6	50.00%	4	33.33%	2	16.67%			12
	Special Education	55	67.07%	26	31.71%	1	1.22%			82
	Total	329	57.22%	198	34.43%	46	8.00%	2	0.35%	575
Indicator 2.2	Content Endorsements	111	49.33%	94	41.78%	20	8.89%			225
	Early Childhood	22	61.11%	10	27.78%	4	11.11%			36
	Elementary	131	59.82%	64	29.22%	20	9.13%	4	1.83%	219
	Middle Grades	7	58.33%	3	25.00%	2	16.67%			12
	Special Education	57	69.51%	21	25.61%	4	4.88%			82
	Total	328	57.14%	192	33.45%	50	8.71%	4	0.70%	574

Statewide										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
Indicator 3.1	Content Endorsements	123	53.95%	79	34.65%	26	11.40%			228
	Early Childhood	25	69.44%	8	22.22%	3	8.33%			36
	Elementary	143	65.00%	58	26.36%	16	7.27%	3	1.36%	220
	Middle Grades	7	58.33%	3	25.00%	2	16.67%			12
	Special Education	54	65.85%	23	28.05%	5	6.10%			82
	Total	352	60.90%	171	29.58%	52	9.00%	3	0.52%	578
Indicator 3.2	Content Endorsements	124	54.39%	80	35.09%	23	10.09%	1	0.44%	228
	Early Childhood	26	72.22%	7	19.44%	3	8.33%			36
	Elementary	141	64.38%	61	27.85%	15	6.85%	2	0.91%	219
	Middle Grades	6	50.00%	5	41.67%	1	8.33%			12
	Special Education	55	67.07%	23	28.05%	4	4.88%			82
	Total	352	61.01%	176	30.50%	46	7.97%	3	0.52%	577
Indicator 3.3	Content Endorsements	107	47.14%	87	38.33%	32	14.10%	1	0.44%	227
	Early Childhood	20	55.56%	11	30.56%	5	13.89%			36
	Elementary	122	55.45%	70	31.82%	23	10.45%	5	2.27%	220
	Middle Grades	5	41.67%	4	33.33%	3	25.00%			12
	Special Education	56	68.29%	22	26.83%	4	4.88%			82
	Total	310	53.73%	194	33.62%	67	11.61%	6	1.04%	577
Indicator 4.1	Content Endorsements	131	57.46%	86	37.72%	10	4.39%	1	0.44%	228
	Early Childhood	18	50.00%	15	41.67%	3	8.33%			36
	Elementary	121	55.00%	75	34.09%	23	10.45%	1	0.45%	220
	Middle Grades	4	33.33%	8	66.67%					12
	Special Education	38	46.34%	42	51.22%	2	2.44%			82
	Total	312	53.98%	226	39.10%	38	6.57%	2	0.35%	578
Indicator 4.2	Content Endorsements	125	54.82%	86	37.72%	15	6.58%	2	0.88%	228
	Early Childhood	20	55.56%	13	36.11%	3	8.33%			36
	Elementary	121	55.00%	77	35.00%	20	9.09%	2	0.91%	220
	Middle Grades	7	58.33%	4	33.33%	1	8.33%			12
	Special Education	41	50.62%	35	43.21%	5	6.17%			81
	Total	314	54.42%	215	37.26%	44	7.63%	4	0.69%	577
Indicator 4.3	Content Endorsements	141	62.67%	73	32.44%	10	4.44%	1	0.44%	225
	Early Childhood	21	58.33%	13	36.11%	2	5.56%			36
	Elementary	144	65.45%	62	28.18%	12	5.45%	2	0.91%	220

Statewide										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
	Middle Grades	8	66.67%	4	33.33%					12
	Special Education	45	54.88%	30	36.59%	7	8.54%			82
	Total	359	62.43%	182	31.65%	31	5.39%	3	0.52%	575
Indicator 5.1	Content Endorsements	77	34.07%	119	52.65%	28	12.39%	2	0.88%	226
	Early Childhood	19	52.78%	12	33.33%	5	13.89%			36
	Elementary	86	40.38%	99	46.48%	26	12.21%	2	0.94%	213
	Middle Grades	5	41.67%	3	25.00%	4	33.33%			12
	Special Education	36	44.44%	34	41.98%	11	13.58%			81
	Total	223	39.26%	267	47.01%	74	13.03%	4	0.70%	568
Indicator 5.2	Content Endorsements	100	44.25%	93	41.15%	32	14.16%	1	0.44%	226
	Early Childhood	16	44.44%	15	41.67%	5	13.89%			36
	Elementary	95	44.19%	92	42.79%	23	10.70%	5	2.33%	215
	Middle Grades	3	27.27%	4	36.36%	4	36.36%			11
	Special Education	39	47.56%	36	43.90%	5	6.10%	2	2.44%	82
	Total	253	44.39%	240	42.11%	69	12.11%	8	1.40%	570
Indicator 6.1	Content Endorsements	100	44.05%	91	40.09%	35	15.42%	1	0.44%	227
	Early Childhood	16	44.44%	18	50.00%	2	5.56%			36
	Elementary	99	45.21%	93	42.47%	24	10.96%	3	1.37%	219
	Middle Grades	4	33.33%	7	58.33%	1	8.33%			12
	Special Education	44	53.66%	33	40.24%	5	6.10%			82
	Total	263	45.66%	242	42.01%	67	11.63%	4	0.69%	576
Indicator 6.2	Content Endorsements	92	40.53%	93	40.97%	40	17.62%	2	0.88%	227
	Early Childhood	16	44.44%	15	41.67%	5	13.89%			36
	Elementary	96	43.84%	89	40.64%	31	14.16%	3	1.37%	219
	Middle Grades	5	41.67%	6	50.00%	1	8.33%			12
	Special Education	44	53.66%	32	39.02%	5	6.10%	1	1.22%	82
	Total	253	43.92%	235	40.80%	82	14.24%	6	1.04%	576
Indicator 7.1	Content Endorsements	108	47.37%	96	42.11%	20	8.77%	4	1.75%	228
	Early Childhood	19	52.78%	13	36.11%	3	8.33%	1	2.78%	36
	Elementary	116	52.73%	82	37.27%	18	8.18%	4	1.82%	220
	Middle Grades	5	41.67%	5	41.67%	2	16.67%			12
	Special Education	43	52.44%	31	37.80%	8	9.76%			82
	Total	291	50.35%	227	39.27%	51	8.82%	9	1.56%	578

Statewide										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
Indicator 7.2	Content Endorsements	106	46.49%	96	42.11%	24	10.53%	2	0.88%	228
	Early Childhood	16	44.44%	17	47.22%	3	8.33%			36
	Elementary	116	52.73%	79	35.91%	22	10.00%	3	1.36%	220
	Middle Grades	3	27.27%	6	54.55%	2	18.18%			11
	Special Education	46	56.10%	28	34.15%	8	9.76%			82
	Total	287	49.74%	226	39.17%	59	10.23%	5	0.87%	577
Indicator 7.3	Content Endorsements	105	46.05%	98	42.98%	24	10.53%	1	0.44%	228
	Early Childhood	18	51.43%	14	40.00%	3	8.57%			35
	Elementary	110	50.69%	84	38.71%	21	9.68%	2	0.92%	217
	Middle Grades	3	27.27%	4	36.36%	4	36.36%			11
	Special Education	43	52.44%	32	39.02%	7	8.54%			82
	Total	279	48.69%	232	40.49%	59	10.30%	3	0.52%	573
Indicator 8.1	Content Endorsements	106	46.49%	95	41.67%	25	10.96%	2	0.88%	228
	Early Childhood	19	52.78%	14	38.89%	3	8.33%			36
	Elementary	118	53.88%	78	35.62%	21	9.59%	2	0.91%	219
	Middle Grades	6	50.00%	5	41.67%	1	8.33%			12
	Special Education	41	50.62%	36	44.44%	4	4.94%			81
	Total	290	50.35%	228	39.58%	54	9.38%	4	0.69%	576
Indicator 8.2	Content Endorsements	102	44.74%	96	42.11%	26	11.40%	4	1.75%	228
	Early Childhood	17	47.22%	15	41.67%	4	11.11%			36
	Elementary	110	50.23%	79	36.07%	26	11.87%	4	1.83%	219
	Middle Grades	3	25.00%	6	50.00%	3	25.00%			12
	Special Education	40	49.38%	37	45.68%	4	4.94%			81
	Total	272	47.22%	233	40.45%	63	10.94%	8	1.39%	576
Indicator 8.3	Content Endorsements	109	47.81%	94	41.23%	20	8.77%	5	2.19%	228
	Early Childhood	15	41.67%	14	38.89%	5	13.89%	2	5.56%	36
	Elementary	109	50.00%	84	38.53%	22	10.09%	3	1.38%	218
	Middle Grades	5	41.67%	5	41.67%	2	16.67%			12
	Special Education	43	53.09%	29	35.80%	7	8.64%	2	2.47%	81
	Total	281	48.87%	226	39.30%	56	9.74%	12	2.09%	575
Indicator 9.1	Content Endorsements	138	60.53%	66	28.95%	23	10.09%	1	0.44%	228
	Early Childhood	26	72.22%	7	19.44%	3	8.33%			36
	Elementary	138	63.01%	60	27.40%	20	9.13%	1	0.46%	219

Statewide										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
	Middle Grades	6	50.00%	4	33.33%	2	16.67%			12
	Special Education	53	64.63%	26	31.71%	3	3.66%			82
	Total	361	62.56%	163	28.25%	51	8.84%	2	0.35%	577
Indicator 9.2	Content Endorsements	167	73.25%	55	24.12%	6	2.63%			228
	Early Childhood	26	72.22%	8	22.22%	2	5.56%			36
	Elementary	164	74.89%	46	21.00%	8	3.65%	1	0.46%	219
	Middle Grades	7	58.33%	4	33.33%	1	8.33%			12
	Special Education	61	74.39%	19	23.17%	2	2.44%			82
	Total	425	73.66%	132	22.88%	19	3.29%	1	0.17%	577
Indicator 9.3	Content Endorsements	113	49.56%	91	39.91%	21	9.21%	3	1.32%	228
	Early Childhood	23	63.89%	9	25.00%	4	11.11%			36
	Elementary	134	61.19%	58	26.48%	25	11.42%	2	0.91%	219
	Middle Grades	3	25.00%	6	50.00%	3	25.00%			12
	Special Education	48	58.54%	31	37.80%	3	3.66%			82
	Total	321	55.63%	195	33.80%	56	9.71%	5	0.87%	577
Indicator 10.1	Content Endorsements	125	55.56%	76	33.78%	21	9.33%	3	1.33%	225
	Early Childhood	21	58.33%	12	33.33%	3	8.33%			36
	Elementary	131	59.82%	62	28.31%	25	11.42%	1	0.46%	219
	Middle Grades	5	41.67%	5	41.67%	2	16.67%			12
	Special Education	50	61.73%	25	30.86%	6	7.41%			81
	Total	332	57.94%	180	31.41%	57	9.95%	4	0.70%	573
Indicator 10.2	Content Endorsements	113	49.78%	89	39.21%	24	10.57%	1	0.44%	227
	Early Childhood	18	50.00%	15	41.67%	3	8.33%			36
	Elementary	130	59.09%	65	29.55%	22	10.00%	3	1.36%	220
	Middle Grades	4	33.33%	6	50.00%	2	16.67%			12
	Special Education	50	60.98%	26	31.71%	5	6.10%	1	1.22%	82
	Total	315	54.59%	201	34.84%	56	9.71%	5	0.87%	577
Indicator 11.1	Content Endorsements	143	63.27%	71	31.42%	12	5.31%			226
	Early Childhood	24	66.67%	9	25.00%	3	8.33%			36
	Elementary	152	69.72%	51	23.39%	14	6.42%	1	0.46%	218
	Middle Grades	8	66.67%	3	25.00%	1	8.33%			12
	Special Education	58	70.73%	22	26.83%	2	2.44%			82
	Total	385	67.07%	156	27.18%	32	5.57%	1	0.17%	574

Statewide										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
Indicator 12.1	Content Endorsements	157	68.86%	57	25.00%	10	4.39%	4	1.75%	228
	Early Childhood	24	66.67%	10	27.78%	2	5.56%			36
	Elementary	154	70.00%	48	21.82%	16	7.27%	2	0.91%	220
	Middle Grades	6	50.00%	5	41.67%	1	8.33%			12
	Special Education	63	76.83%	14	17.07%	5	6.10%			82
	Total	404	69.90%	134	23.18%	34	5.88%	6	1.04%	578
Indicator 12.2	Content Endorsements	140	61.40%	70	30.70%	17	7.46%	1	0.44%	228
	Early Childhood	24	66.67%	10	27.78%	2	5.56%			36
	Elementary	146	66.36%	54	24.55%	18	8.18%	2	0.91%	220
	Middle Grades	7	58.33%	5	41.67%					12
	Special Education	61	74.39%	15	18.29%	6	7.32%			82
	Total	378	65.40%	154	26.64%	43	7.44%	3	0.52%	578
Indicator 12.3	Content Endorsements	144	63.16%	66	28.95%	17	7.46%	1	0.44%	228
	Early Childhood	25	69.44%	9	25.00%	2	5.56%			36
	Elementary	148	67.27%	56	25.45%	14	6.36%	2	0.91%	220
	Middle Grades	7	58.33%	5	41.67%					12
	Special Education	56	68.29%	20	24.39%	6	7.32%			82
	Total	380	65.74%	156	26.99%	39	6.75%	3	0.52%	578
Indicator 12.4	Content Endorsements	156	68.72%	58	25.55%	13	5.73%			227
	Early Childhood	27	75.00%	8	22.22%	1	2.78%			36
	Elementary	166	75.45%	42	19.09%	11	5.00%	1	0.45%	220
	Middle Grades	8	66.67%	4	33.33%					12
	Special Education	63	76.83%	14	17.07%	5	6.10%			82
	Total	420	72.79%	126	21.84%	30	5.20%	1	0.17%	577

Figure 16. Survey Responses by Endorsement Type (Teachers)

Statewide										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
		N	%	N	%	N	%	N	%	N
Indicator 1.1	Content Endorsements	108	54.27%	85	42.71%	6	3.02%			199
	Early Childhood	12	34.29%	20	57.14%	3	8.57%			35
	Elementary	96	49.48%	88	45.36%	10	5.15%			194
	Middle Grades	12	75.00%	4	25.00%					16
	Special Education	41	46.07%	42	47.19%	6	6.74%			89
	Total	269	50.47%	239	44.84%	25	4.69%			533
Indicator 1.2	Content Endorsements	115	57.50%	78	39.00%	7	3.50%			200
	Early Childhood	15	42.86%	15	42.86%	5	14.29%			35
	Elementary	93	47.94%	92	47.42%	9	4.64%			194
	Middle Grades	11	68.75%	5	31.25%					16
	Special Education	49	55.06%	36	40.45%	4	4.49%			89
	Total	283	53.00%	226	42.32%	25	4.68%			534
Indicator 1.3	Content Endorsements	93	46.50%	92	46.00%	15	7.50%			200
	Early Childhood	12	34.29%	18	51.43%	4	11.43%	1	2.86%	35
	Elementary	77	39.90%	98	50.78%	18	9.33%			193
	Middle Grades	7	43.75%	9	56.25%					16
	Special Education	35	40.23%	40	45.98%	11	12.64%	1	1.15%	87
	Total	224	42.18%	257	48.40%	48	9.04%	2	0.38%	531
Indicator 2.1	Content Endorsements	119	59.50%	71	35.50%	10	5.00%			200
	Early Childhood	15	42.86%	16	45.71%	4	11.43%			35
	Elementary	100	51.81%	84	43.52%	9	4.66%			193
	Middle Grades	13	81.25%	3	18.75%					16
	Special Education	54	60.67%	28	31.46%	7	7.87%			89
	Total	301	56.47%	202	37.90%	30	5.63%			533
Indicator 2.2	Content Endorsements	97	48.74%	90	45.23%	11	5.53%	1	0.50%	199
	Early Childhood	13	37.14%	20	57.14%	2	5.71%			35
	Elementary	92	47.42%	88	45.36%	14	7.22%			194
	Middle Grades	7	43.75%	7	43.75%	2	12.50%			16
	Special Education	51	57.30%	27	30.34%	11	12.36%			89
	Total	260	48.78%	232	43.53%	40	7.50%	1	0.19%	533

Statewide										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
Indicator 3.1	Content Endorsements	121	60.50%	67	33.50%	11	5.50%	1	0.50%	200
	Early Childhood	18	51.43%	14	40.00%	2	5.71%	1	2.86%	35
	Elementary	112	57.73%	67	34.54%	14	7.22%	1	0.52%	194
	Middle Grades	11	68.75%	5	31.25%					16
	Special Education	56	63.64%	28	31.82%	4	4.55%			88
	Total	318	59.66%	181	33.96%	31	5.82%	3	0.56%	533
Indicator 3.2	Content Endorsements	128	64.00%	63	31.50%	9	4.50%			200
	Early Childhood	18	51.43%	13	37.14%	4	11.43%			35
	Elementary	114	58.76%	65	33.51%	14	7.22%	1	0.52%	194
	Middle Grades	13	81.25%	3	18.75%					16
	Special Education	55	62.50%	27	30.68%	6	6.82%			88
	Total	328	61.54%	171	32.08%	33	6.19%	1	0.19%	533
Indicator 3.3	Content Endorsements	83	41.50%	94	47.00%	21	10.50%	2	1.00%	200
	Early Childhood	9	25.71%	19	54.29%	5	14.29%	2	5.71%	35
	Elementary	69	35.57%	101	52.06%	19	9.79%	5	2.58%	194
	Middle Grades	5	31.25%	9	56.25%	1	6.25%	1	6.25%	16
	Special Education	46	52.27%	29	32.95%	12	13.64%	1	1.14%	88
	Total	212	39.77%	252	47.28%	58	10.88%	11	2.06%	533
Indicator 4.1	Content Endorsements	103	51.50%	88	44.00%	8	4.00%	1	0.50%	200
	Early Childhood	16	45.71%	15	42.86%	4	11.43%			35
	Elementary	92	47.42%	92	47.42%	10	5.15%			194
	Middle Grades	7	43.75%	9	56.25%					16
	Special Education	41	46.59%	44	50.00%	3	3.41%			88
	Total	259	48.59%	248	46.53%	25	4.69%	1	0.19%	533
Indicator 4.2	Content Endorsements	83	41.71%	99	49.75%	16	8.04%	1	0.50%	199
	Early Childhood	11	31.43%	20	57.14%	4	11.43%			35
	Elementary	77	39.69%	104	53.61%	13	6.70%			194
	Middle Grades	9	56.25%	7	43.75%					16
	Special Education	39	44.32%	39	44.32%	10	11.36%			88
	Total	219	41.17%	269	50.56%	43	8.08%	1	0.19%	532
Indicator 4.3	Content Endorsements	100	50.00%	88	44.00%	11	5.50%	1	0.50%	200
	Early Childhood	14	40.00%	17	48.57%	3	8.57%	1	2.86%	35
	Elementary	98	50.52%	78	40.21%	17	8.76%	1	0.52%	194

Statewide										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
	Middle Grades	9	56.25%	7	43.75%					16
	Special Education	46	51.69%	35	39.33%	8	8.99%			89
	Total	267	50.00%	225	42.13%	39	7.30%	3	0.56%	534
Indicator 5.1	Content Endorsements	90	45.00%	91	45.50%	19	9.50%			200
	Early Childhood	10	28.57%	20	57.14%	5	14.29%			35
	Elementary	68	35.23%	102	52.85%	23	11.92%			193
	Middle Grades	8	50.00%	7	43.75%	1	6.25%			16
	Special Education	35	39.77%	42	47.73%	10	11.36%	1	1.14%	88
	Total	211	39.66%	262	49.25%	58	10.90%	1	0.19%	532
Indicator 5.2	Content Endorsements	92	46.00%	91	45.50%	17	8.50%			200
	Early Childhood	6	17.14%	22	62.86%	7	20.00%			35
	Elementary	77	39.69%	95	48.97%	22	11.34%			194
	Middle Grades	8	50.00%	8	50.00%					16
	Special Education	35	39.77%	41	46.59%	11	12.50%	1	1.14%	88
	Total	218	40.90%	257	48.22%	57	10.69%	1	0.19%	533
Indicator 6.1	Content Endorsements	109	54.50%	75	37.50%	15	7.50%	1	0.50%	200
	Early Childhood	17	48.57%	14	40.00%	4	11.43%			35
	Elementary	93	47.94%	80	41.24%	20	10.31%	1	0.52%	194
	Middle Grades	8	50.00%	8	50.00%					16
	Special Education	45	50.56%	39	43.82%	5	5.62%			89
	Total	272	50.94%	216	40.45%	44	8.24%	2	0.37%	534
Indicator 6.2	Content Endorsements	94	47.24%	87	43.72%	18	9.05%			199
	Early Childhood	15	42.86%	12	34.29%	8	22.86%			35
	Elementary	80	41.45%	92	47.67%	20	10.36%	1	0.52%	193
	Middle Grades	7	43.75%	8	50.00%	1	6.25%			16
	Special Education	39	43.82%	40	44.94%	10	11.24%			89
	Total	235	44.17%	239	44.92%	57	10.71%	1	0.19%	532
Indicator 7.1	Content Endorsements	89	44.50%	91	45.50%	20	10.00%			200
	Early Childhood	15	42.86%	17	48.57%	3	8.57%			35
	Elementary	78	40.21%	91	46.91%	25	12.89%			194
	Middle Grades	8	50.00%	7	43.75%	1	6.25%			16
	Special Education	31	34.83%	46	51.69%	12	13.48%			89
	Total	221	41.39%	252	47.19%	61	11.42%			534

Statewide										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
Indicator 7.2	Content Endorsements	89	44.50%	93	46.50%	17	8.50%	1	0.50%	200
	Early Childhood	13	37.14%	14	40.00%	8	22.86%			35
	Elementary	79	40.72%	97	50.00%	18	9.28%			194
	Middle Grades	11	68.75%	5	31.25%					16
	Special Education	43	48.31%	43	48.31%	3	3.37%			89
	Total	235	44.01%	252	47.19%	46	8.61%	1	0.19%	534
Indicator 7.3	Content Endorsements	100	50.00%	81	40.50%	19	9.50%			200
	Early Childhood	16	45.71%	12	34.29%	6	17.14%	1	2.86%	35
	Elementary	100	51.55%	74	38.14%	20	10.31%			194
	Middle Grades	10	62.50%	6	37.50%					16
	Special Education	38	42.70%	45	50.56%	6	6.74%			89
	Total	264	49.44%	218	40.82%	51	9.55%	1	0.19%	534
Indicator 8.1	Content Endorsements	119	59.50%	72	36.00%	8	4.00%	1	0.50%	200
	Early Childhood	15	42.86%	18	51.43%	1	2.86%	1	2.86%	35
	Elementary	101	52.33%	81	41.97%	11	5.70%			193
	Middle Grades	10	62.50%	6	37.50%					16
	Special Education	39	43.82%	45	50.56%	5	5.62%			89
	Total	284	53.28%	222	41.65%	25	4.69%	2	0.38%	533
Indicator 8.2	Content Endorsements	104	52.00%	82	41.00%	13	6.50%	1	0.50%	200
	Early Childhood	10	28.57%	18	51.43%	7	20.00%			35
	Elementary	82	42.27%	95	48.97%	16	8.25%	1	0.52%	194
	Middle Grades	6	37.50%	10	62.50%					16
	Special Education	36	40.45%	44	49.44%	9	10.11%			89
	Total	238	44.57%	249	46.63%	45	8.43%	2	0.37%	534
Indicator 8.3	Content Endorsements	96	48.00%	77	38.50%	24	12.00%	3	1.50%	200
	Early Childhood	14	40.00%	12	34.29%	9	25.71%			35
	Elementary	90	46.39%	82	42.27%	22	11.34%			194
	Middle Grades	6	37.50%	9	56.25%			1	6.25%	16
	Special Education	37	41.57%	40	44.94%	12	13.48%			89
	Total	243	45.51%	220	41.20%	67	12.55%	4	0.75%	534
Indicator 9.1	Content Endorsements	135	67.50%	55	27.50%	9	4.50%	1	0.50%	200
	Early Childhood	24	68.57%	9	25.71%	2	5.71%			35
	Elementary	120	62.18%	65	33.68%	7	3.63%	1	0.52%	193

Statewide										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
	Middle Grades	10	62.50%	4	25.00%	2	12.50%			16
	Special Education	53	59.55%	30	33.71%	6	6.74%			89
	Total	342	64.17%	163	30.58%	26	4.88%	2	0.38%	533
Indicator 9.2	Content Endorsements	159	79.50%	35	17.50%	6	3.00%			200
	Early Childhood	25	71.43%	10	28.57%					35
	Elementary	150	78.53%	39	20.42%	2	1.05%			191
	Middle Grades	14	93.33%	1	6.67%					15
	Special Education	65	73.03%	23	25.84%	1	1.12%			89
	Total	413	77.92%	108	20.38%	9	1.70%			530
Indicator 9.3	Content Endorsements	142	71.00%	49	24.50%	9	4.50%			200
	Early Childhood	19	54.29%	12	34.29%	4	11.43%			35
	Elementary	117	60.62%	70	36.27%	6	3.11%			193
	Middle Grades	10	62.50%	5	31.25%	1	6.25%			16
	Special Education	57	64.77%	26	29.55%	5	5.68%			88
	Total	345	64.85%	162	30.45%	25	4.70%			532
Indicator 10.1	Content Endorsements	128	64.00%	64	32.00%	8	4.00%			200
	Early Childhood	20	57.14%	13	37.14%	2	5.71%			35
	Elementary	113	58.25%	73	37.63%	8	4.12%			194
	Middle Grades	12	75.00%	4	25.00%					16
	Special Education	54	60.67%	32	35.96%	3	3.37%			89
	Total	327	61.24%	186	34.83%	21	3.93%			534
Indicator 10.2	Content Endorsements	103	51.76%	76	38.19%	20	10.05%			199
	Early Childhood	14	40.00%	15	42.86%	6	17.14%			35
	Elementary	96	49.48%	78	40.21%	18	9.28%	2	1.03%	194
	Middle Grades	9	56.25%	5	31.25%	2	12.50%			16
	Special Education	44	49.44%	38	42.70%	7	7.87%			89
	Total	266	49.91%	212	39.77%	53	9.94%	2	0.38%	533
Indicator 11.1	Content Endorsements	148	74.00%	45	22.50%	7	3.50%			200
	Early Childhood	25	73.53%	7	20.59%	2	5.88%			34
	Elementary	145	75.52%	41	21.35%	6	3.13%			192
	Middle Grades	14	87.50%	2	12.50%					16
	Special Education	59	66.29%	29	32.58%	1	1.12%			89
	Total	391	73.63%	124	23.35%	16	3.01%			531

Statewide										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
Indicator 12.1	Content Endorsements	158	79.00%	38	19.00%	4	2.00%			200
	Early Childhood	23	65.71%	11	31.43%	1	2.86%			35
	Elementary	152	78.35%	39	20.10%	3	1.55%			194
	Middle Grades	16	100.00%							16
	Special Education	69	77.53%	19	21.35%	1	1.12%			89
	Total	418	78.28%	107	20.04%	9	1.69%			534
Indicator 12.2	Content Endorsements	147	73.50%	47	23.50%	6	3.00%			200
	Early Childhood	20	57.14%	14	40.00%	1	2.86%			35
	Elementary	150	77.72%	37	19.17%	6	3.11%			193
	Middle Grades	14	87.50%	2	12.50%					16
	Special Education	61	68.54%	27	30.34%	1	1.12%			89
	Total	392	73.55%	127	23.83%	14	2.63%			533
Indicator 12.3	Content Endorsements	153	76.50%	44	22.00%	3	1.50%			200
	Early Childhood	23	65.71%	12	34.29%					35
	Elementary	153	78.87%	37	19.07%	4	2.06%			194
	Middle Grades	14	87.50%	2	12.50%					16
	Special Education	64	71.91%	24	26.97%	1	1.12%			89
	Total	407	76.22%	119	22.28%	8	1.50%			534
Indicator 12.4	Content Endorsements	170	85.00%	26	13.00%	4	2.00%			200
	Early Childhood	26	74.29%	9	25.71%					35
	Elementary	166	86.01%	26	13.47%	1	0.52%			193
	Middle Grades	14	87.50%	2	12.50%					16
	Special Education	72	80.90%	16	17.98%	1	1.12%			89
	Total	448	84.05%	79	14.82%	6	1.13%			533