



# **2018 Nebraska First Year Teacher Survey: Summary Report**

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## Table of Contents

|                             |    |
|-----------------------------|----|
| Introduction.....           | 2  |
| Method.....                 | 3  |
| Results.....                | 5  |
| Descriptive Statistics..... | 5  |
| Correlation Analysis.....   | 17 |
| Logistic Regression.....    | 18 |
| Conclusions.....            | 22 |
| Appendix.....               | 23 |

## 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 early May 2018. This year marks the fourth successful implementation of the survey, with the survey being sent to both principals and first year teachers for the second time. Surveys were distributed to the principals of first year teachers, and to the first year teachers themselves, who completed their preparation programs at 16 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 University
6. Grace University
7. Hastings College
8. Midland University
9. Nebraska Wesleyan University
10. Peru State College
11. Union College
12. University of Nebraska at Kearney
13. University of Nebraska at Lincoln
14. University of Nebraska at Omaha
15. Wayne State College
16. York College

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 a whole for addressing school needs, and about the NFYTS survey process itself, respectively.

A list of teachers who were employed during the 2017-2018 school year and received their initial teaching endorsement during the 2016-2017 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 March 19 to Human Resource staff, principals and teachers, and on March 29 to institutions. The survey email invitation was also sent out on March 29 with subsequent email reminders sent on April 11 and April 23. The survey finally closed on May 4, just a little over a month 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, 864 surveys were distributed to principals and 481 were returned, resulting in a response rate of 56%. This response rate represents a relatively small 8% drop from that of last year’s NFYTS administration. For teachers, 864 surveys were distributed and 441 were returned, resulting in a response rate of 51%. The response rate also represents a small 8% drop from that of last year’s NFYTS administration. 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 (Principals)**

|   | Preparation Institution | Responses (n) | Sample | Response Rate (%) |
|---|-------------------------|---------------|--------|-------------------|
| 1 | Chadron State College   | 25            | 37     | 68%               |
| 2 | College of Saint Mary   | 11            | 33     | 33%               |

|    | <b>Preparation Institution</b>    | <b>Responses (n)</b> | <b>Sample</b> | <b>Response Rate (%)</b> |
|----|-----------------------------------|----------------------|---------------|--------------------------|
| 3  | Concordia University              | 14                   | 23            | 61%                      |
| 4  | Creighton University              | 6                    | 10            | 60%                      |
| 5  | Doane University                  | 33                   | 49            | 67%                      |
| 6  | Grace University                  | 3                    | 12            | 25%                      |
| 7  | Hastings College                  | 13                   | 33            | 39%                      |
| 8  | Midland University                | 18                   | 27            | 67%                      |
| 9  | Nebraska Wesleyan University      | 14                   | 24            | 58%                      |
| 10 | Peru State College                | 15                   | 29            | 52%                      |
| 11 | Union College                     | 1                    | 5             | 20%                      |
| 12 | University of Nebraska at Kearney | 96                   | 145           | 66%                      |
| 13 | University of Nebraska at Lincoln | 125                  | 213           | 59%                      |
| 14 | University of Nebraska at Omaha   | 43                   | 114           | 38%                      |
| 15 | Wayne State College               | 62                   | 106           | 58%                      |
| 16 | York College                      | 2                    | 4             | 50%                      |
|    | <b>Total</b>                      | <b>481</b>           | <b>864</b>    | <b>56%</b>               |

**Table 2. Responses for each preparation institution (Teacher)**

|    | <b>Preparation Institution</b>    | <b>Responses (n)</b> | <b>Sample</b> | <b>Response Rate (%)</b> |
|----|-----------------------------------|----------------------|---------------|--------------------------|
| 1  | Chadron State College             | 18                   | 37            | 49%                      |
| 2  | College of Saint Mary             | 10                   | 33            | 30%                      |
| 3  | Concordia University              | 12                   | 23            | 52%                      |
| 4  | Creighton University              | 6                    | 10            | 60%                      |
| 5  | Doane University                  | 26                   | 49            | 53%                      |
| 6  | Grace University                  | 6                    | 12            | 50%                      |
| 7  | Hastings College                  | 18                   | 33            | 55%                      |
| 8  | Midland University                | 16                   | 27            | 59%                      |
| 9  | Nebraska Wesleyan University      | 12                   | 24            | 50%                      |
| 10 | Peru State College                | 14                   | 29            | 48%                      |
| 11 | Union College                     | 1                    | 5             | 20%                      |
| 12 | University of Nebraska at Kearney | 87                   | 145           | 60%                      |
| 13 | University of Nebraska at Lincoln | 97                   | 213           | 46%                      |
| 14 | University of Nebraska at Omaha   | 43                   | 114           | 38%                      |
| 15 | Wayne State College               | 72                   | 106           | 68%                      |
| 16 | York College                      | 3                    | 4             | 75%                      |
|    | <b>Total</b>                      | <b>441</b>           | <b>864</b>    | <b>51%</b>               |

## Results

### Descriptive Statistics

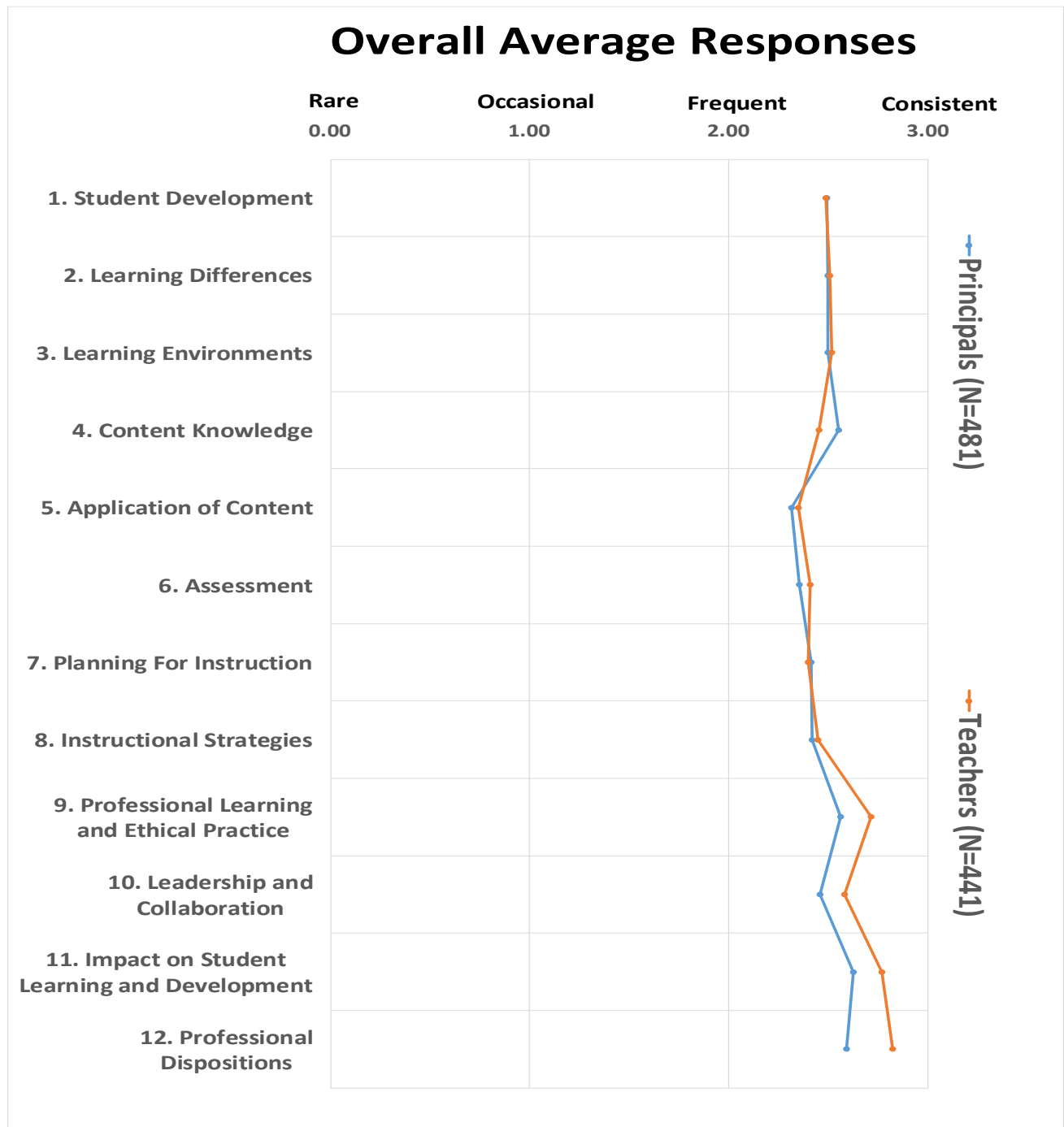
The survey results are displayed below in a number of figures. For the purpose of our analyses, the response options for both principals and teachers were given a numerical value (3=Consistent, 2=Frequent, 1=Occasional, 0=Rare), summed by Indicator category, and then averaged. Each preparation institution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

**Figure 1. Survey Indicators**

|  |
|--|
| <b>Indicator 1: Student Development</b><br>Standard 1.1 The teacher understands how students grow and develop.<br>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.<br>Standard 1.3 The teacher implements developmentally appropriate and challenging learning experiences.   |
| <b>Indicator 2: Learning Differences</b><br>Standard 2.1 The teacher understands individual differences and diverse cultures and communities.<br>Standard 2.2 The teacher ensures inclusive learning environments that enable each student to meet high standards.   |
| <b>Indicator 3: Learning Environments</b><br>Standard 3.1 The teacher works with others to create environments that support individual and collaborative learning.<br>Standard 3.2 The teacher creates environments that encourage positive social interaction, active engagement in learning, and self-motivation.<br>Standard 3.3 The teacher manages student behavior to promote a positive learning environment.   |
| <b>Indicator 4: Content Knowledge</b><br>Standard 4.1 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.<br>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.<br>Standard 4.3 The teacher integrates Nebraska Content Indicators and/or professional Indicators within instruction. |
| <b>Indicator 5: Application of Content</b><br>Standard 5.1 The teacher understands how to connect concepts across disciplines.<br>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.  |
| <b>Indicator 6: Assessment</b><br>Standard 6.1 The teacher understands multiple methods of assessment.<br>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.  |
| <b>Indicator 7: Planning for Instruction</b>   |

|  |
|--|
| <p>Standard 7.1 The teacher plans instruction that supports every student in meeting rigorous learning goals.</p> <p>Standard 7.2 The teacher draws upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy.</p> <p>Standard 7.3 The teacher draws upon knowledge of students and the community context.</p>  |
| <p><b>Indicator 8: Instructional Strategies</b></p> <p>Standard 8.1 The teacher understands a variety of instructional strategies.</p> <p>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.</p> <p>Standard 8.3 The teacher utilizes available technology for instruction and assessment.</p>   |
| <p><b>Indicator 9: Professional Learning and Ethical Practice</b></p> <p>Standard 9.1 The teacher engages in ongoing professional learning.</p> <p>Standard 9.2 The teacher models ethical professional practice.</p> <p>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.</p>   |
| <p><b>Indicator 10: Leadership and Collaboration</b></p> <p>Standard 10.1 The teacher seeks opportunities to take responsibility for student learning.</p> <p>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.</p>   |
| <p><b>Indicator 11: Impact on Student Learning and Development</b></p> <p>Standard 11.1 The teacher positively impacts the learning and development for all students.</p>  |
| <p><b>Indicator 12: Professional Dispositions</b></p> <p>Standard 12.1 The teacher demonstrates passion, self-awareness, initiative and enthusiasm.</p> <p>Standard 12.2 The teacher demonstrates skill in interpersonal relationships, reflective response to feedback, and displays evidence of appropriate social awareness.</p> <p>Standard 12.3 The teacher practices good judgment, flexibility, problem-solving skills, professional communication, and organization.</p> <p>Standard 12.4 The teacher maintains a professional demeanor and appearance, and displays dependability, punctuality, and perseverance.</p> |

**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 on indicators



4, 9, 10, 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), 10 (Leadership and Collaboration), 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 (Principals)

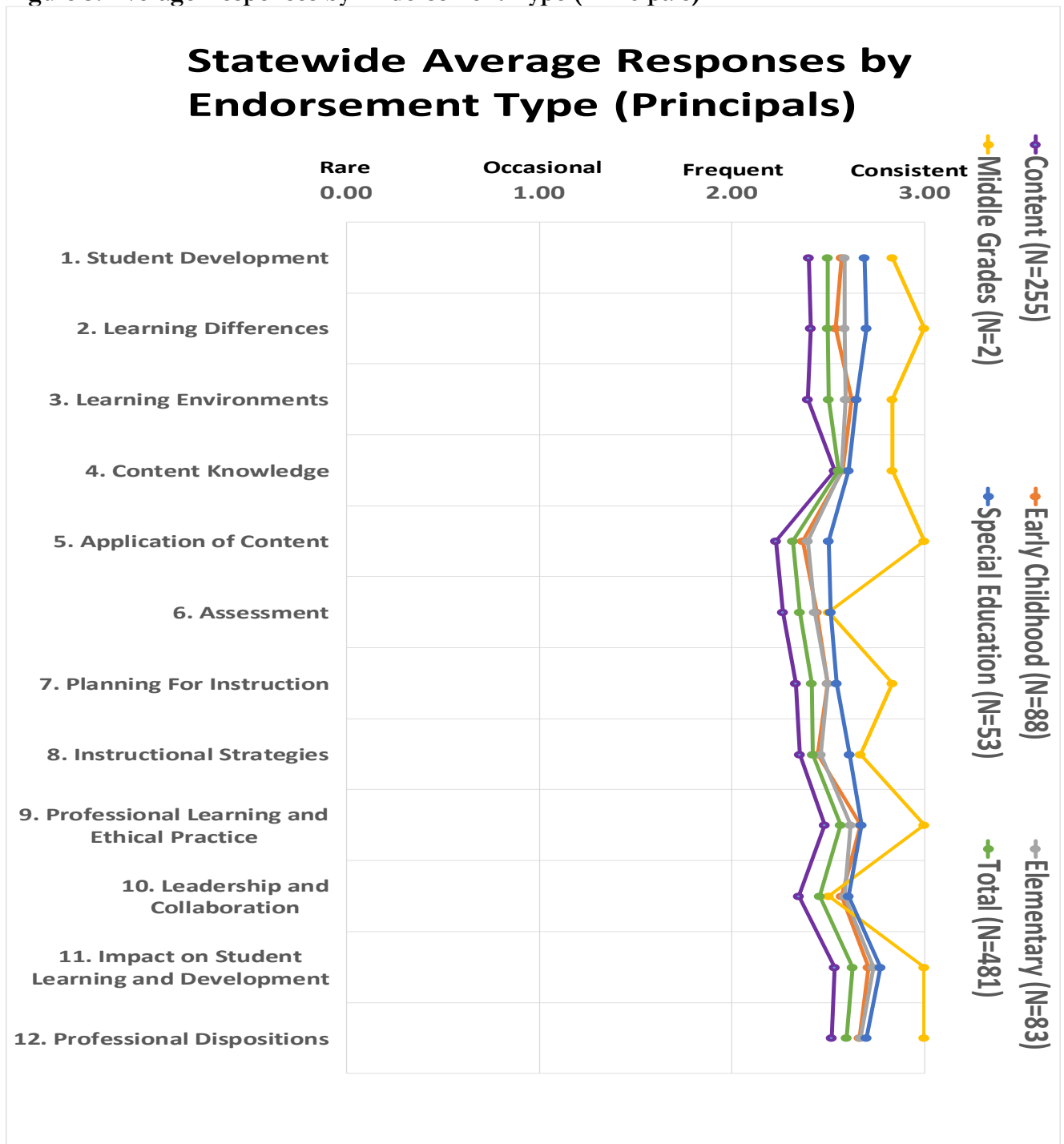


Figure 3 displays principals' mean responses categorized into 5 endorsement types that correspond to the majority of the first year teachers' school assignments. First year teachers endorsed in Middle Grades obtained the highest ratings on 10 out of the 12 indicators but they were only 2 first year teachers in this endorsement type. On the other hand, teachers with endorsements in Content received the lowest ratings on all the 12 indicators. Except for 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 (Teachers)**

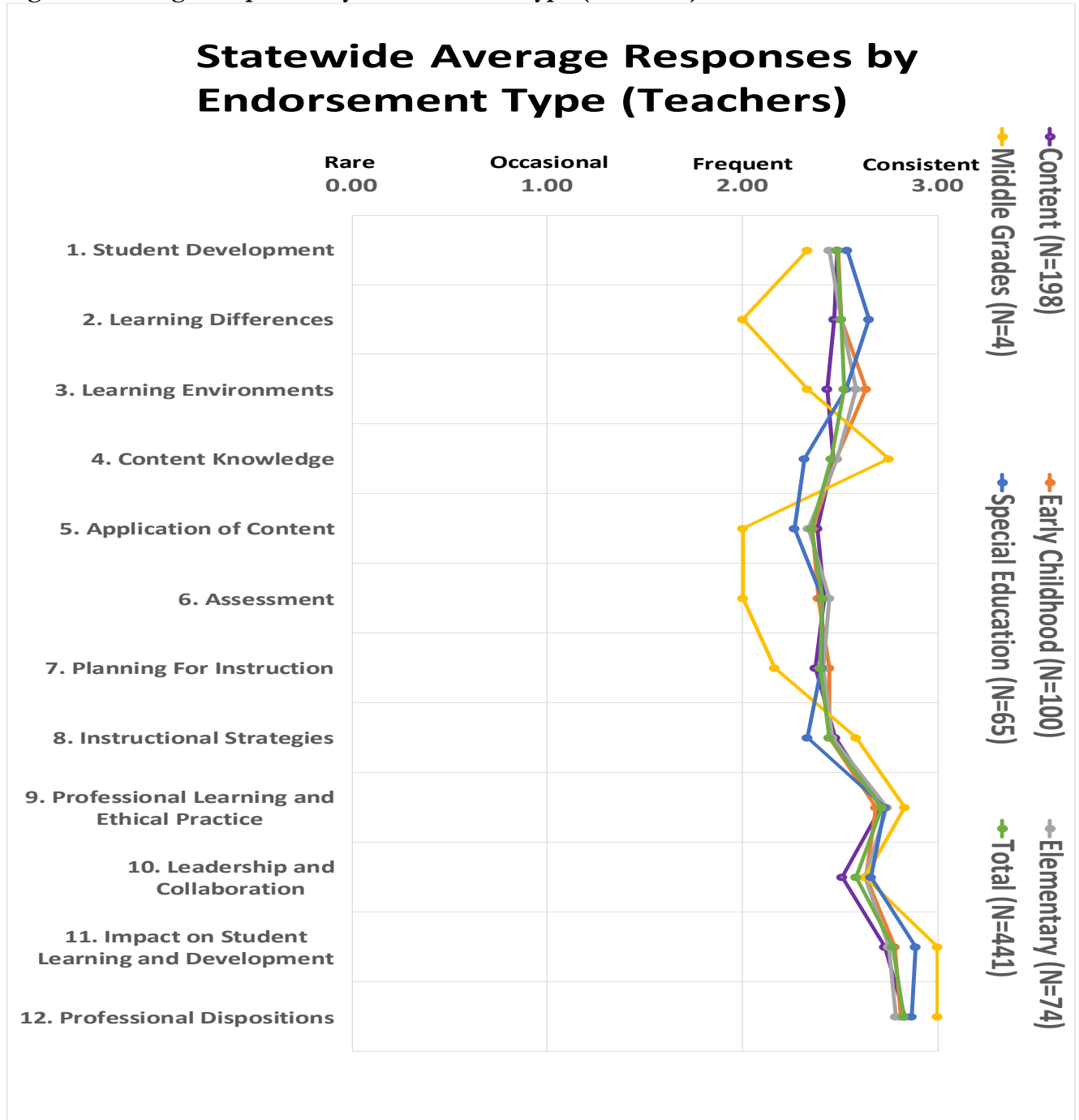
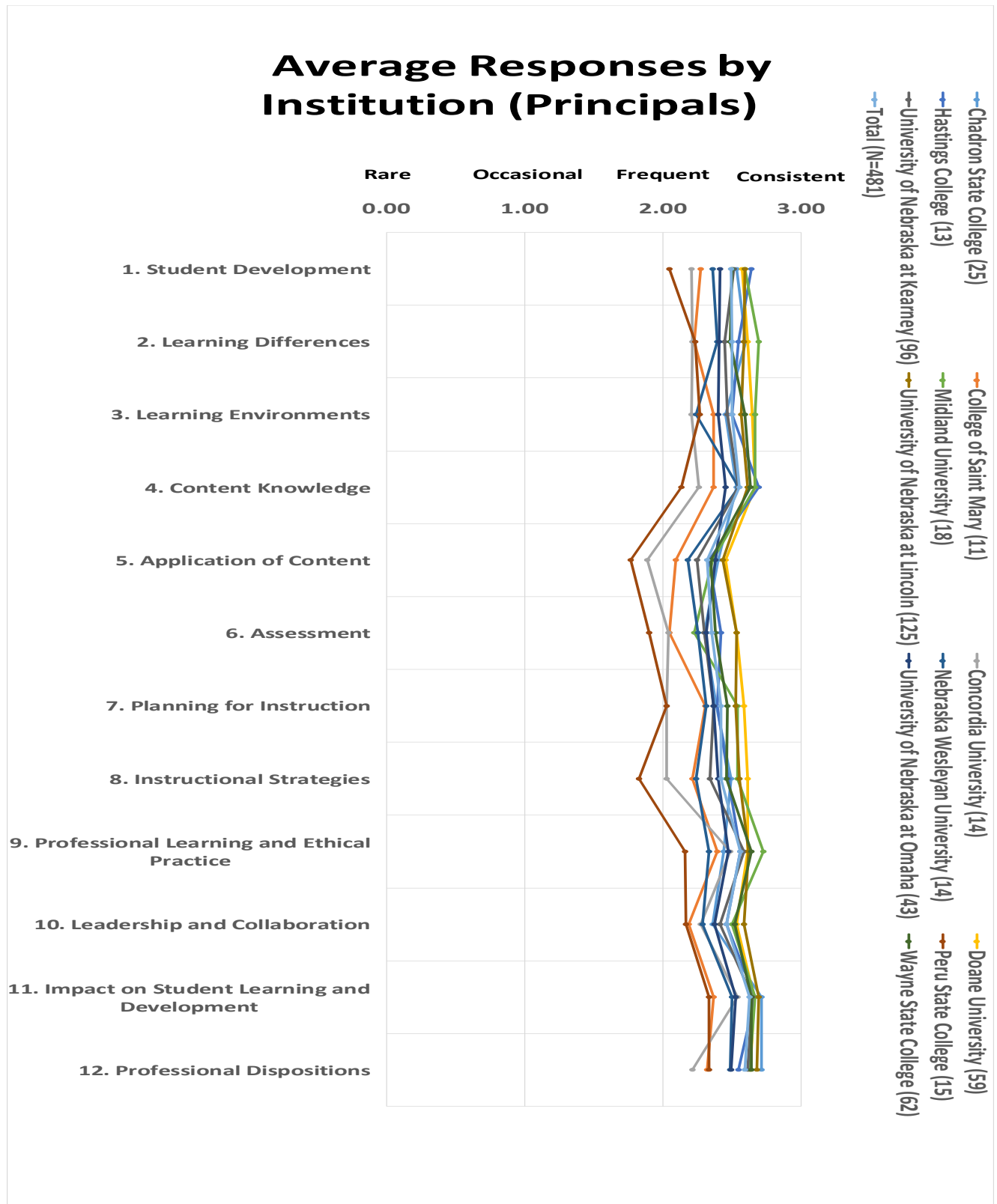


Figure 4 shows first year teachers’ mean responses disaggregated by endorsement types that correspond to the majority of their school assignments. Similar to the results found for principals in Figure 3, first year teachers with endorsements for Middle Grades obtained the highest ratings on 5

out of the 12 indicators. On the contrary, they also received the lowest ratings on 6 of the 12 indicators but there were only 4 first year teachers in this category. Except for Middle Grades, 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 shows that Peru State College has the lowest mean response value on 9 out of 12 indicators. Due to a small sample size issue, Creighton University ( $N = 6$ ), Grace University ( $N = 3$ ), Union College ( $N = 1$ ) and York College ( $N = 2$ ) were removed from the chart. When viewing the chart as a whole, the information generally supports the notion that preparation institutions performed relatively 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, Creighton University ( $N = 6$ ), Grace University ( $N = 6$ ), Union College ( $N = 1$ ) and York College ( $N = 3$ ) were excluded from the chart due to extremely small sample sizes. 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 (Teachers)

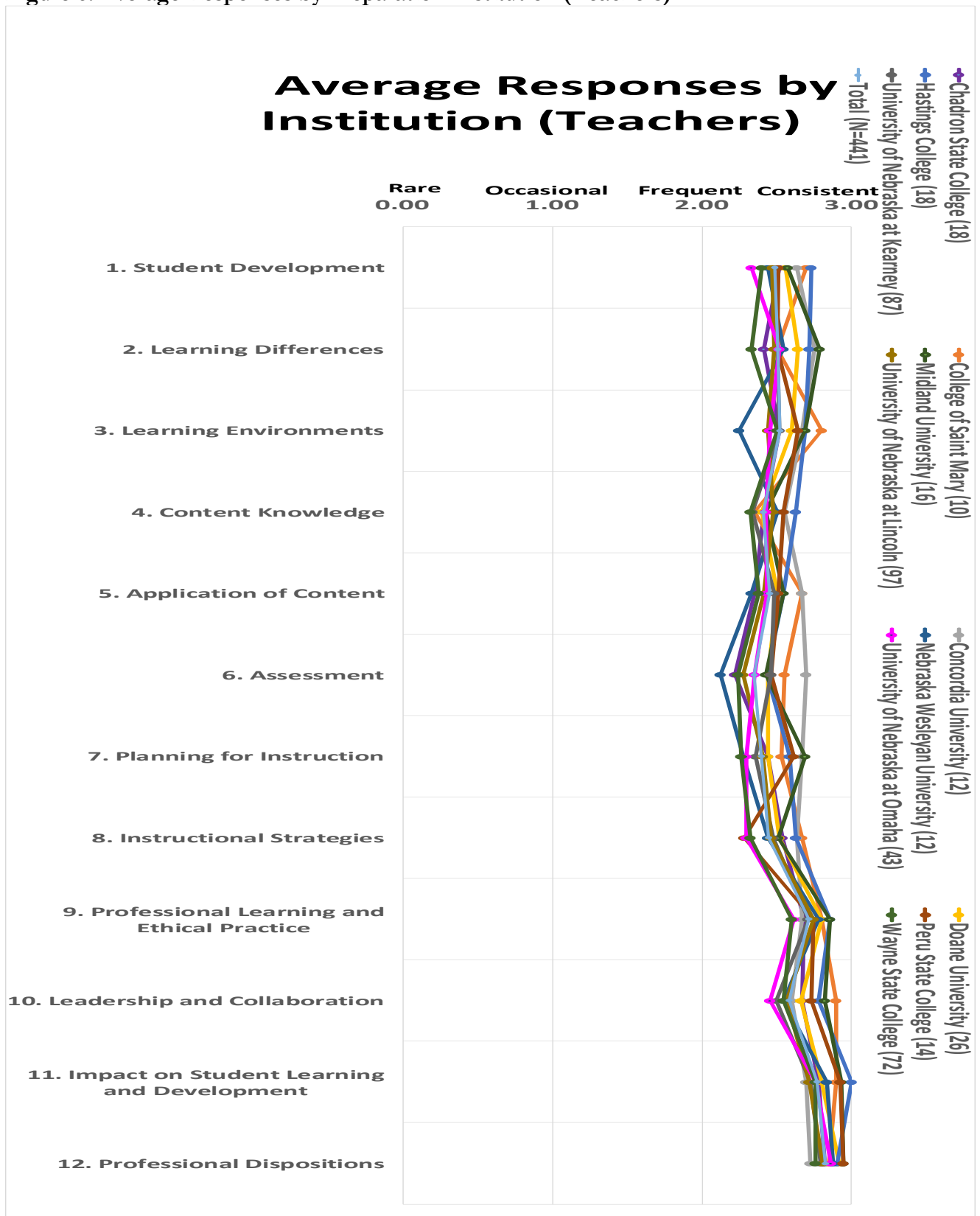


Figure 7. Responses to Question 13 (Principals)

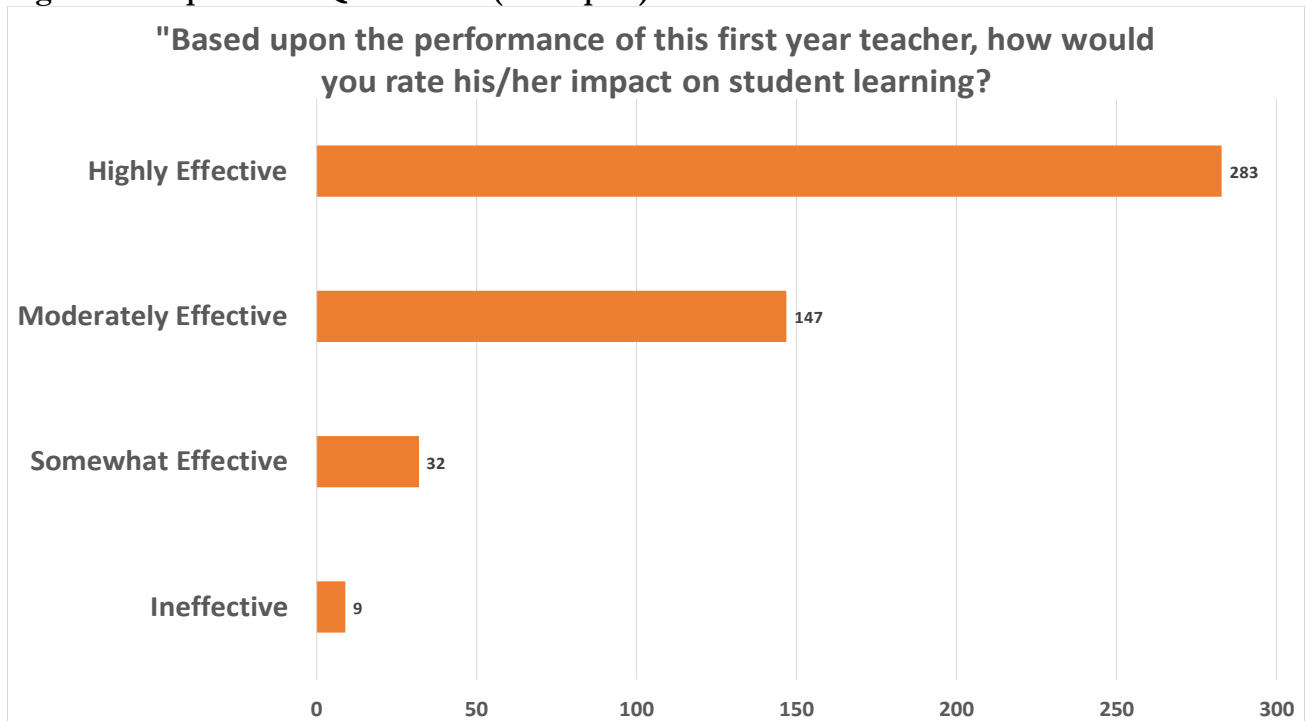
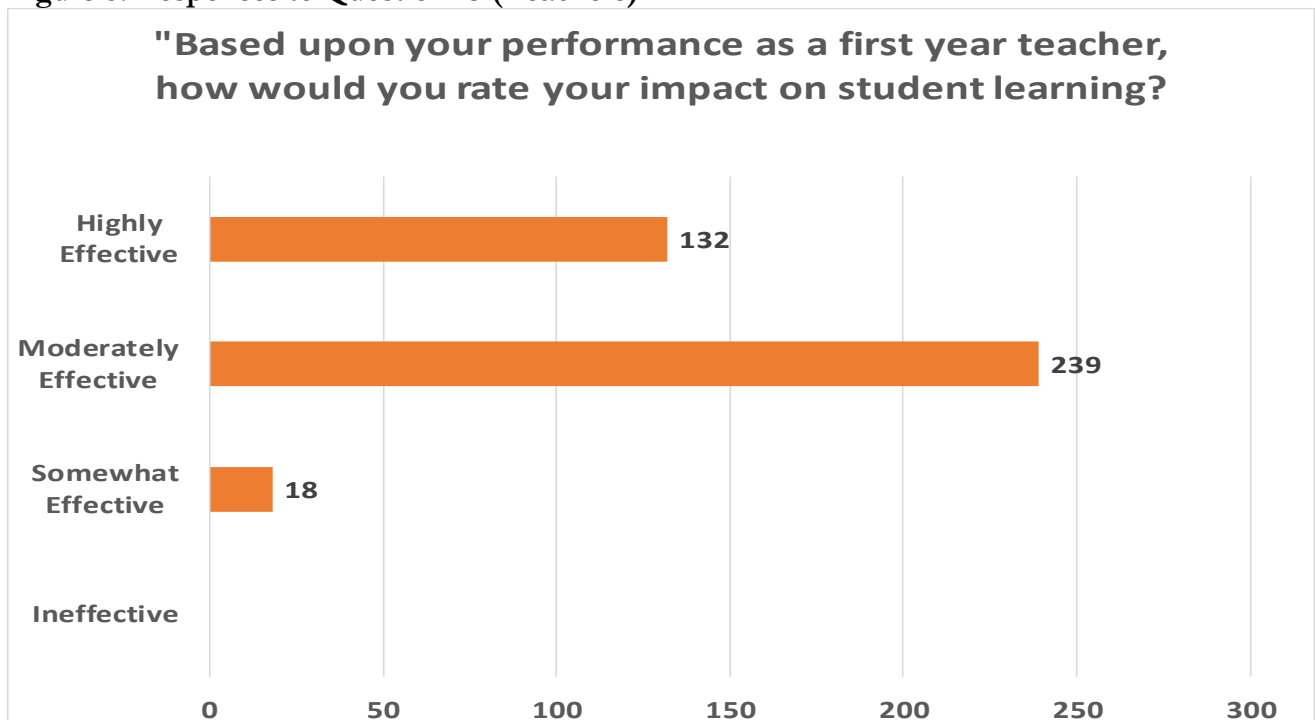


Figure 8. Responses to Question 13 (Teachers)

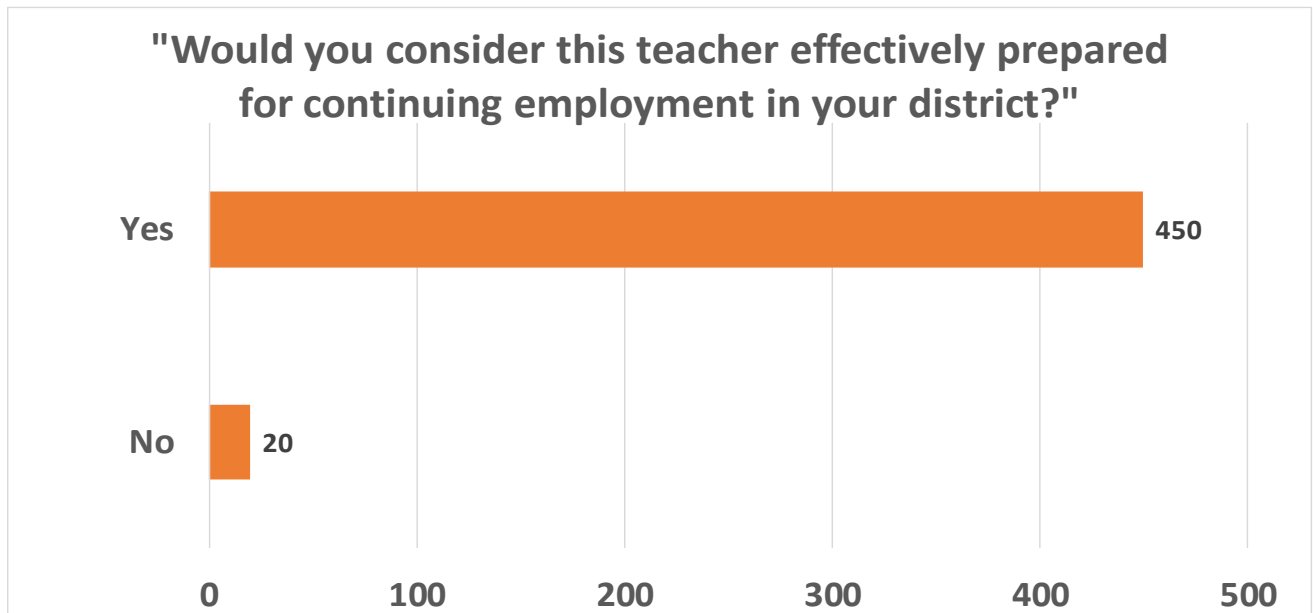


In Figure 7, principals were asked to evaluate first year teachers' impact on student learning. 60% of all principals thought the teachers were highly effective, and 31% of them rated them as moderately effective. In Figure 8, first year teachers were asked to give a self-evaluation on student learning. On

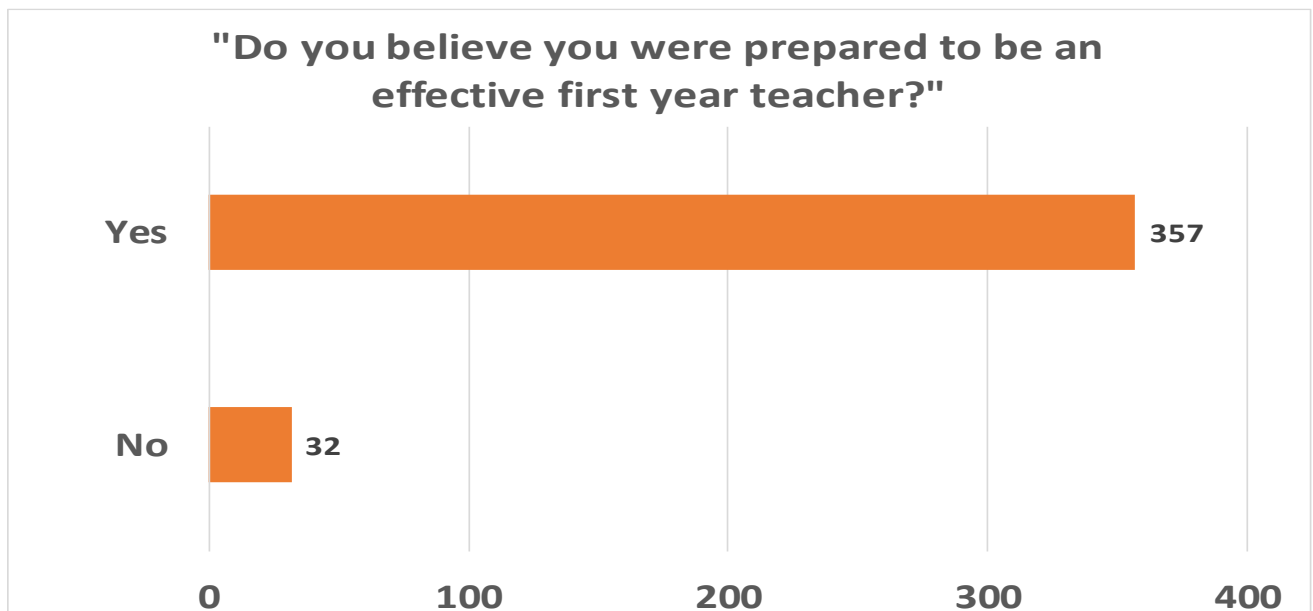


the flipside, over 60% of all first year teachers considered their impact as moderately effective, and 34% of them rated themselves as highly effective teachers. A statistically significant difference between principals' ratings and first year teachers' ratings was detected from a chi-squared test. This 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 (Principals)**



**Figure 10. Responses to Question 14 (Teachers)**



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 92% of them are confident that 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 (Principals)**

| Indicator | 1           | 2    | 3    | 4    | 5    | 6    | 7           | 8    | 9           | 10   | 11   | 12 |
|-----------|-------------|------|------|------|------|------|-------------|------|-------------|------|------|----|
| 1         | 1           |      |      |      |      |      |             |      |             |      |      |    |
| 2         | <b>0.84</b> | 1    |      |      |      |      |             |      |             |      |      |    |
| 3         | 0.83        | 0.83 | 1    |      |      |      |             |      |             |      |      |    |
| 4         | 0.8         | 0.8  | 0.76 | 1    |      |      |             |      |             |      |      |    |
| 5         | 0.78        | 0.75 | 0.73 | 0.75 | 1    |      |             |      |             |      |      |    |
| 6         | 0.76        | 0.75 | 0.72 | 0.72 | 0.75 | 1    |             |      |             |      |      |    |
| 7         | 0.81        | 0.8  | 0.81 | 0.8  | 0.82 | 0.76 | 1           |      |             |      |      |    |
| 8         | 0.79        | 0.77 | 0.79 | 0.79 | 0.77 | 0.76 | <b>0.84</b> | 1    |             |      |      |    |
| 9         | 0.76        | 0.76 | 0.78 | 0.76 | 0.73 | 0.7  | 0.81        | 0.77 | 1           |      |      |    |
| 10        | 0.77        | 0.77 | 0.81 | 0.74 | 0.71 | 0.7  | 0.8         | 0.75 | 0.81        | 1    |      |    |
| 11        | 0.75        | 0.75 | 0.78 | 0.7  | 0.64 | 0.62 | 0.73        | 0.69 | 0.75        | 0.78 | 1    |    |
| 12        | 0.8         | 0.78 | 0.81 | 0.75 | 0.71 | 0.66 | 0.79        | 0.77 | <b>0.84</b> | 0.8  | 0.79 | 1  |

Note: All coefficients are statistically significant ( $p < 0.01$ )

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 three highest positive linear relationships within all indicators, with correlation coefficients of 0.84 (bolded in Table 3): Indicator 1 (Student Development) and Indicator 2 (Learning Differences), Indicator 7

(Planning for Instruction) and Indicator 8 (Instructional Strategies), and Indicator 9 (Professional Learning and Ethical Practice) 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 (Teachers)**

| Indicator | 1           | 2    | 3    | 4           | 5    | 6    | 7    | 8    | 9    | 10   | 11  | 12 |
|-----------|-------------|------|------|-------------|------|------|------|------|------|------|-----|----|
| 1         | 1           |      |      |             |      |      |      |      |      |      |     |    |
| 2         | 0.55        | 1    |      |             |      |      |      |      |      |      |     |    |
| 3         | 0.59        | 0.56 | 1    |             |      |      |      |      |      |      |     |    |
| 4         | 0.61        | 0.45 | 0.53 | 1           |      |      |      |      |      |      |     |    |
| 5         | 0.61        | 0.56 | 0.56 | <b>0.67</b> | 1    |      |      |      |      |      |     |    |
| 6         | 0.55        | 0.42 | 0.46 | 0.54        | 0.53 | 1    |      |      |      |      |     |    |
| 7         | <b>0.67</b> | 0.51 | 0.58 | 0.66        | 0.63 | 0.6  | 1    |      |      |      |     |    |
| 8         | 0.6         | 0.49 | 0.52 | 0.54        | 0.61 | 0.56 | 0.61 | 1    |      |      |     |    |
| 9         | 0.52        | 0.47 | 0.46 | 0.5         | 0.46 | 0.44 | 0.49 | 0.56 | 1    |      |     |    |
| 10        | 0.49        | 0.4  | 0.53 | 0.47        | 0.49 | 0.42 | 0.52 | 0.46 | 0.61 | 1    |     |    |
| 11        | 0.45        | 0.45 | 0.51 | 0.44        | 0.39 | 0.35 | 0.39 | 0.43 | 0.46 | 0.52 | 1   |    |
| 12        | 0.41        | 0.4  | 0.43 | 0.38        | 0.4  | 0.34 | 0.45 | 0.43 | 0.55 | 0.49 | 0.6 | 1  |

Note: All coefficients are statistically significant ( $p < 0.01$ )

In comparison, for the correlation coefficients between 12 indicators for teachers, all numbers are much lower; most are between 0.40 and 0.60. There are two highest positive linear relationships within all indicators, with correlation coefficients of 0.67 (bolded in Table 4): Indicator 1 (Student Development) and Indicator 7 (Planning for Instruction), Indicator 4 (Content Knowledge) and Indicator 5 (Application of Content). 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, 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"). The modeling process was conducted in several iterative steps. First, the full model using all 12 indicators was built. Then, following a stepwise deletion procedure, indicators with p-values greater than 0.05 were dropped. Ordinal logistic regression analysis

was carried out after which significant indicators were selected on the basis of their p-values. The model was then re-run. This was done successively until the most significant indicators were identified. 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.     |
|-------------------------------|------------|----------------|---------|--------------|
| 3. Learning Environments      | 5.18       | 0.33           | 0.00    | [2.80, 9.68] |
| 5. Application of Content     | 2.51       | 0.27           | 0.00    | [1.49, 4.26] |
| 8. Instructional Strategies   | 3.32       | 0.32           | 0.00    | [1.77, 6.30] |
| 12. Professional Dispositions | 3.37       | 0.34           | 0.00    | [1.77, 6.62] |

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

Four out of 12 indicators were found to be highly predictive of responses to Question 13. The model, using the AIC fit statistic, is the model closest to the true model which predicted principals' ratings on teachers' impact on student learning. The 4 indicators are "Learning Environments", "Application of Content", "Instructional Strategies", and "Professional Dispositions". For every 1-unit increase in the average response of Indicator 3 (Learning Environments), the odds of promoting the teachers' impact on student learning by one response level increases by a factor more than 5 given that the other variables in the model are constant. For Indicator 5 (Application of Content), the odds increases by a factor of more than 2. For Indicator 8 (Instructional Strategies) and Indicator 12 (Professional Dispositions), the odds increases by a factor of more than 3. All in all, responses to these 4 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.     |
|----------------------------------|------------|----------------|---------|--------------|
| 3. Learning Environments         | 2.69       | 0.29           | 0.00    | [1.54, 4.76] |
| 8. Instructional Strategies      | 2.35       | 0.27           | 0.00    | [1.39, 4.01] |
| 10. Leadership and Collaboration | 2.03       | 0.27           | 0.01    | [1.20, 3.49] |

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

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 "Learning Environments", "Instructional Strategies" and "Leadership and Collaboration". For every 1-unit increase in the average of Indicator 3 (Learning Environments) and Indicator 8 (Learning Environments), the odds of promoting the teachers' significance on student learning by one response level increase by a factor of more than 2 given that

the other variables in the model are constant. For Indicator 10 (Leadership and Collaboration), the odds increases by a factor of approximately 2.

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. Then following a stepwise deletion procedure, indicators with p-values greater than 0.05 were dropped. The model was then re-run. This was done successively until the most statistically significant indicators were identified. 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.      |
|---------------------------|------------|----------------|---------|---------------|
| 3. Learning Environments  | 6.21       | 0.62           | 0.00    | [2.00, 23.29] |
| 5. Application of Content | 8.57       | 0.70           | 0.00    | [2.39, 39.51] |

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

As shown in Table 7, the model with 2 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 2 indicators are “Learning Environments” and “Application of Content”. All indicators were statistically significant in the final model. For every 1-unit increase in the average rating of Indicator 3 (Learning Environments), the odds of recommending a teacher increases by a factor of more than 6 given that the other variable in the model is constant. For Indicator 5 (Application of Content), the odds increases by a factor of more than 8 times. Generally, responses to these 2 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?”). Following a stepwise deletion procedure, 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.     |
|--|------------|----------------|---------|--------------|
| 4. Content Knowledge                           | 3.77       | 0.36           | 0.00    | [1.89, 7.73] |
| 11. Impact on Student Learning and Development | 2.48       | 0.36           | 0.01    | [1.21, 5.12] |

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

For first year teachers, 2 indicators contributed to the most predictive model of preparation for teaching. The 2 indicators are “Content Knowledge”, and “Impact on Student Learning and Development”. The coefficients of the two indicators were statistically significant in the final model. For every 1-unit increase in the average rating of Indicator 4 (Content Knowledge), the odds of the

teacher believing he or she was effectively prepared increases by a factor of almost 4 given that the other variable in the model is constant. For Indicator 11 (Impact on Student Learning and Development), the odds also rises by a factor of more than 2.

## Conclusions

The 2018 Nebraska First Year Teacher Survey is the second year that the NFYTS was sent to first year teachers in addition to the principals following the implementation last year. As before, 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 56%, which is about 8% lower than the response rate from the previous year. The response rate of first year teachers is 51%, which is also 8% lower than the response rate from the previous year.

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 12 times for 12 first year teachers in their building. This increases 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  |
|---|---|---|
| March 12, 2018                            | Initial Email List                            | DRE to send APS (Adult Program Services) and DRE (Data, Research and Evaluation) email list |
| March 16, 2018                            | Final Email List                              | APS and DRE to prepare final email list   |
| March 19, 2018                            | Pre-notice to HR/Institutional Research Staff | Pat Madsen to send pre-notice to HR/Institutional Research staff                            |
| March 19, 2018                            | Pre-notice                                    | DRE to send pre-notice to principals and teachers   |
| March 29, 2018                            | Email Invitation                              | DRE to send invitation to principals and teachers   |
| March 29, 2018                            | Pre-notice to Institutions                    | Pat Madsen to enlist help from institutions for upcoming final reminder                     |
| Every Thursday, March 29 – April 26, 2018 | Bulletin Announcement                         | NDE Helpdesk to include NFYTS announcement on weekly bulletin                               |
| April 11, 2018                            | Email Reminder                                | DRE to send reminder to non-respondents   |
| April 19, 2018                            | Non-respondent List Preparation               | DRE to send non-respondent lists to Pat Madsen  |
| April 19, 2018                            | Information for Preparation Institutions      | Pat Madsen to send non-respondent lists to institutions                                     |
| April 23, 2018                            | Final Email Reminder                          | Institutions to send final reminder to non-respondents                                      |
| May 4, 2018                               | Closure                                       | DRE to close the NFYTS  |





**Pre-notice to HR/Institutional Research Staff**

Date: March 19, 2018

To: [Human Resource and Institutional Research Contacts]

Subject: Announcement of the 2018 Nebraska 1<sup>st</sup> Year Teacher Survey

Attachment: 2018 Nebraska 1<sup>st</sup> Year Teacher Survey.pdf

Good morning,

We are once again scheduled to distribute the 2018 Nebraska 1<sup>st</sup> Year Teacher Survey, now in its fourth year of statewide distribution. We were extremely pleased with the approximately 60% response rate for both principals and teachers last year, and continue to appreciate your support in this endeavor!

Please note that this year, we are still requesting both principals and 1<sup>st</sup> 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 29, 2018 to principals and 1<sup>st</sup> 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 and 1<sup>st</sup> year teachers 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 1<sup>st</sup> 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,

A handwritten signature in cursive script that reads "Pat Madsen".

Pat Madsen

Teacher Education Specialist

Adult Program Services

[Pat.Madsen@nebraska.gov](mailto:Pat.Madsen@nebraska.gov)



## Pre-notice to Principals

Date: March 19, 2018

To: [Principal\_Email]

Subject: Announcement of the 2018 Nebraska 1<sup>st</sup> 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 2018 Nebraska 1<sup>st</sup> Year Teacher Survey which will be sent via email to you on March 29, 2018.** This survey will be sent to principals who have new-to-the-profession teachers who are completing their 1<sup>st</sup> full year of teaching in 2017-2018. These teachers will have obtained a regular initial teaching certificate during the 2016-2017 school year. The purpose of this survey is to gather administrator perceptions regarding the effectiveness of the teacher preparation institution in preparing 1<sup>st</sup> year teachers to be classroom-ready.

According to our records, [Teacher\_Name] is a 1<sup>st</sup> year teacher at [School\_Name]. If you believe you have received this email in error, please notify us by **March 22, 2018** at [nde.research@nebraska.gov](mailto:nde.research@nebraska.gov). This will allow us to direct the actual survey, which will be sent on March 29, 2018 to the appropriate administrator.

You will receive a separate email for each 1<sup>st</sup> 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 1<sup>st</sup> 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 1<sup>st</sup> year teachers will also receive an invitation to participate in the 2018 Nebraska 1<sup>st</sup> Year Teacher Survey. That version of the survey is intended to gather 1<sup>st</sup> 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](mailto:nde.research@nebraska.gov).

Sincerely,

Pat Madsen  
Teacher Education Specialist  
Adult Program Services  
[Pat.Madsen@nebraska.gov](mailto:Pat.Madsen@nebraska.gov)



**Pre-notice to Teachers**

Date: March 19, 2018

To: [Teacher\_Email]

Subject: Announcement of the 2018 Nebraska 1<sup>st</sup> 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 2018 Nebraska 1<sup>st</sup> Year Teacher Survey which will be sent via email to you on March 29, 2018.** Our records indicate that you completed a teacher preparation program at a Nebraska institution and are completing your 1<sup>st</sup> full year of teaching in 2017-2018. This survey will specifically be directed to 1<sup>st</sup> year teachers who obtained a regular initial teaching certificate during the 2016-2017 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 22, 2018** at [nde.research@nebraska.gov](mailto:nde.research@nebraska.gov). This will allow us to direct the actual survey, which will be sent on March 29, 2018 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 1<sup>st</sup> year teachers in their school buildings will also receive an invitation to participate in the 2018 Nebraska 1<sup>st</sup> Year Teacher Survey. That version of the survey is intended to obtain administrator perceptions regarding the effectiveness of the teacher preparation institution in preparing 1<sup>st</sup> year teachers to be classroom-ready.

Should you have any questions, please direct them to [nde.research@nebraska.gov](mailto:nde.research@nebraska.gov).

Sincerely,

Pat Madsen  
Teacher Education Specialist  
Adult Program Services  
[Pat.Madsen@nebraska.gov](mailto:Pat.Madsen@nebraska.gov)



## Email Invitation to Principals

Date: March 29, 2018

To: [Principal\_Email]

Subject: 2018 Nebraska 1<sup>st</sup> 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 2018 Nebraska 1<sup>st</sup> Year Teacher survey, for which you should have received an advance notice email on March 19, 2018. You will receive a separate survey invitation via email for each teacher in your building that will complete their 1<sup>st</sup> full year of teaching in 2017-2018 on a regular initial teaching certificate. The survey is designed to gather your input regarding **the extent to which you find the 1<sup>st</sup> 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 1<sup>st</sup> 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](mailto:nde.research@nebraska.gov).

Thank you for your time and assistance in completing the 2018 Nebraska 1<sup>st</sup> Year Teacher Survey. The survey will close on **April 27, 2018, 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](mailto:nde.research@nebraska.gov).

Thank you.



Sincerely,

Pat Madsen  
Teacher Education Specialist  
Adult Program Services  
[Pat.Madsen@nebraska.gov](mailto:Pat.Madsen@nebraska.gov)



## Email Invitation to Teachers

Date: March 29, 2018

To: [Teacher\_Email]

Subject: 2018 Nebraska 1<sup>st</sup> 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 1<sup>st</sup> full year of teaching in 2017-2018 on a regular initial teaching certificate, NDE is requesting your participation in the 2018 Nebraska 1<sup>st</sup> Year Teacher survey, for which you should have received an advance notice email on March 19, 2018. 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](mailto:nde.research@nebraska.gov).

Thank you for your time and assistance in completing the 2018 Nebraska 1<sup>st</sup> Year Teacher Survey. The survey will close on **April 27, 2018, 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](mailto:nde.research@nebraska.gov).

Thank you.

Sincerely,

Pat Madsen  
Teacher Education Specialist  
Adult Program Services  
[Pat.Madsen@nebraska.gov](mailto:Pat.Madsen@nebraska.gov)



### **Pre-notice to Institutions**

Date: March 29, 2018

To: [Institution Contacts]

Subject: 2018 Nebraska 1<sup>st</sup> Year Teacher Survey Released Today

Attachments: PrincipalInvite.pdf, TeacherInvite.pdf

Good morning,

I wanted to let you know that the survey for Nebraska 1<sup>st</sup> year teachers prepared by Nebraska institutions was sent today. Please note that this year, we are requesting both principals and 1<sup>st</sup> year teachers themselves to fill out the survey. Attached are the texts of the survey invitation that was sent via email to principals and 1<sup>st</sup> year teachers.

We hope that, as in previous years, you are able to help us send the final reminder to principals/administrators and 1<sup>st</sup> year teachers (associated with your institution) on or about April 23, 2018. 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 17, 2018.

As always, THANK YOU for your continued support.

Sincerely,

Pat Madsen  
Teacher Education Specialist  
Adult Program Services  
[Pat.Madsen@nebraska.gov](mailto:Pat.Madsen@nebraska.gov)



### **Bulletin Announcement**

Date: Every Thursday, March 29 – April 26, 2018

To: [NDE Bulletin Recipients]

Subject: 2018 Nebraska 1<sup>st</sup> Year Teacher Survey

Contact: [nde.research@nebraska.gov](mailto:nde.research@nebraska.gov)

Nebraska 1<sup>st</sup> year teachers who completed their teacher preparation program at a Nebraska institution, and school principals of these 1<sup>st</sup> year teachers, were sent an email invitation on March 29, 2018 to complete the 2018 Nebraska 1<sup>st</sup> Year Teacher Survey. The intent of the Nebraska 1<sup>st</sup> 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 27, 2018**.





## Email Reminder to Principals

Date: April 11, 2018

To: [Principal\_Email]

Subject: Reminder: 2018 Nebraska 1<sup>st</sup> Year Teacher Survey

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

On March 29, we sent you an email invitation to participate in the 2018 Nebraska 1<sup>st</sup> Year Teacher Survey. This survey is important as it provides Nebraska educator preparation institutions with your perceptions regarding the extent to which the 1<sup>st</sup> 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 27, 2018.**

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](mailto:nde.research@nebraska.gov).

Sincerely,

Pat Madsen  
Teacher Education Specialist  
Adult Program Services  
[Pat.Madsen@nebraska.gov](mailto:Pat.Madsen@nebraska.gov)



## Email Reminder to Teachers

Date: April 11, 2018

To: [Teacher\_Email]

Subject: Reminder: 2018 Nebraska 1<sup>st</sup> Year Teacher Survey

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

On March 29, we sent you an email invitation to participate in the 2018 Nebraska 1<sup>st</sup> 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 27, 2018.**

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](mailto:nde.research@nebraska.gov).

Sincerely,

Pat Madsen  
Teacher Education Specialist  
Adult Program Services  
[Pat.Madsen@nebraska.gov](mailto:Pat.Madsen@nebraska.gov)



## Help Request: Final Email Reminder

Date: April 19, 2018

To: [Institution Contacts]

Subject: Reminder Help: 2018 Nebraska 1<sup>st</sup> Year Teacher Survey

Attachment: List.xls

Good morning,

Attached you will find the list of principals and 1<sup>st</sup> year teachers who have not yet responded to the 2018 Nebraska 1<sup>st</sup> Year Teacher Survey as of April 19, 2018. 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 40% response rate, and our goal is to increase that significantly!

The following is a suggestion for your email contact to the principals and 1<sup>st</sup> year teachers on **Monday, April 23, 2018.**

Subject: Final Reminder: 2018 Nebraska 1<sup>st</sup> Year Teacher Survey

Greetings!

On March 29, 2018, you received a request from the Nebraska Department of Education (NDE) to participate in the 2018 Nebraska 1<sup>st</sup> 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 1<sup>st</sup> year teacher(s) employed by your school system was effectively prepared; or
- 2) 1<sup>st</sup> 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 **Friday, May 4, 2018.**

**Note to principals:** The survey is not intended to be an evaluation of the 1<sup>st</sup> 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](mailto:nde.research@nebraska.gov) on March 29, 2018, please send an email to [nde.research@nebraska.gov](mailto: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](mailto:Pat.Madsen@nebraska.gov)

**Table 10. Average Responses for Each Standard within an Indicator**

|               | <b>Principals</b> | <b>Teachers</b> |
|---------------|-------------------|-----------------|
| Standard 1.1  | 2.518046709       | 2.521739130     |
| Standard 1.2  | 2.486199575       | 2.560102302     |
| Standard 1.3  | 2.477707006       | 2.375959079     |
| Standard 2.1  | 2.487179487       | 2.543814433     |
| Standard 2.2  | 2.505353319       | 2.466494845     |
| Standard 3.1  | 2.546808511       | 2.635897436     |
| Standard 3.2  | 2.548936170       | 2.617948718     |
| Standard 3.3  | 2.402127660       | 2.302564103     |
| Standard 4.1  | 2.547770701       | 2.479487179     |
| Standard 4.2  | 2.515923567       | 2.435897436     |
| Standard 4.3  | 2.598726115       | 2.448717949     |
| Standard 5.1  | 2.300000000       | 2.358056266     |
| Standard 5.2  | 2.328358209       | 2.342710997     |
| Standard 6.1  | 2.386411890       | 2.463917526     |
| Standard 6.2  | 2.320594480       | 2.353092784     |
| Standard 7.1  | 2.447983015       | 2.352941176     |
| Standard 7.2  | 2.390658174       | 2.435897436     |
| Standard 7.3  | 2.412393162       | 2.406649616     |
| Standard 8.1  | 2.427659574       | 2.582051282     |
| Standard 8.2  | 2.361702128       | 2.415384615     |
| Standard 8.3  | 2.466950959       | 2.343589744     |
| Standard 9.1  | 2.532908705       | 2.654731458     |
| Standard 9.2  | 2.698513800       | 2.817948718     |
| Standard 9.3  | 2.451063830       | 2.665809769     |
| Standard 10.1 | 2.488322718       | 2.658914729     |
| Standard 10.2 | 2.422174840       | 2.501291990     |
| Standard 11.1 | 2.627659574       | 2.770025840     |
| Standard 12.1 | 2.617834395       | 2.828205128     |
| Standard 12.2 | 2.528662420       | 2.766666667     |
| Standard 12.3 | 2.547974414       | 2.810256410     |
| Standard 12.4 | 2.678038380       | 2.892307692     |

**Table 11. T-test Results of Indicators**

| <b>Indicator</b>                               | <b>t-value<br/>(p-value)</b>     |
|--|----------------------------------|
| 1. Student Development                         | 0.217<br>(0.828)                 |
| 2. Learning Differences                        | -0.208<br>(0.835)                |
| 3. Learning Environments                       | -0.477<br>(0.634)                |
| 4. Content Knowledge                           | 2.623<br>(0.009)                 |
| 5. Application of Content                      | -0.7723<br>(0.4401) <sub>n</sub> |
| 6. Assessment                                  | -1.229<br>(0.219)                |
| 7. Planning for Instruction                    | 0.411<br>(0.681)                 |
| 8. Instructional Strategies                    | -0.719<br>(0.473)                |
| 9. Professional Learning and Ethical Practice  | -4.437<br>(0.000)                |
| 10. Leadership and Collaboration               | -2.966<br>(0.003)                |
| 11. Impact on Student Learning and Development | -3.874<br>(0.000)                |
| 12. Professional Dispositions                  | -7.070<br>(0.000)                |

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

**Indicator 1. Student Development (Principals)**

| <b>Correlation Coefficient</b> | <b>Standard 1.1</b> | <b>Standard 1.2</b> | <b>Standard 1.3</b> |
|--------------------------------|---------------------|---------------------|---------------------|
| <b>Standard 1.1</b>            | 1.00                |                     |                     |
| <b>Standard 1.2</b>            | 0.85                | 1.00                |                     |
| <b>Standard 1.3</b>            | 0.73                | 0.75                | 1.00                |

**Indicator 2. Learning Differences (Principals)**

| <b>Correlation Coefficient</b> | <b>Standard 2.1</b> | <b>Standard 2.2</b> |
|--------------------------------|---------------------|---------------------|
| <b>Standard 2.1</b>            | 1.00                |                     |
| <b>Standard 2.2</b>            | 0.74                | 1.00                |

### Indicator 3. Learning Environments (Principals)

| Correlation Coefficient | Standard 3.1 | Standard 3.2 | Standard 3.3 |
|-------------------------|--------------|--------------|--------------|
| Standard 3.1            | 1.00         |              |              |
| Standard 3.2            | 0.77         | 1.00         |              |
| Standard 3.3            | 0.72         | 0.77         | 1.00         |

### Indicator 4. Content Knowledge (Principals)

| Correlation Coefficient | Standard 4.1 | Standard 4.2 | Standard 4.3 |
|-------------------------|--------------|--------------|--------------|
| Standard 4.1            | 1.00         |              |              |
| Standard 4.2            | 0.77         | 1.00         |              |
| Standard 4.3            | 0.71         | 0.68         | 1.00         |

### Indicator 5. Application of Content (Principals)

| Correlation Coefficient | Standard 5.1 | Standard 5.2 |
|-------------------------|--------------|--------------|
| Standard 5.1            | 1.00         |              |
| Standard 5.2            | 0.80         | 1.00         |

### Indicator 6. Assessment (Principals)

| 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 (Principals)

| Correlation Coefficient | Standard 7.1 | Standard 7.2 | Standard 7.3 |
|-------------------------|--------------|--------------|--------------|
| Standard 7.1            | 1.00         |              |              |
| Standard 7.2            | 0.78         | 1.00         |              |
| Standard 7.3            | 0.74         | 0.80         | 1.00         |

### Indicator 8. Instructional Strategies (Principals)

| Correlation Coefficient | Standard 8.1 | Standard 8.2 | Standard 8.3 |
|-------------------------|--------------|--------------|--------------|
| Standard 8.1            | 1.00         |              |              |
| Standard 8.2            | 0.88         | 1.00         |              |
| Standard 8.3            | 0.61         | 0.64         | 1.00         |

### Indicator 9. Professional Learning and Ethical Practice (Principals)

| Correlation Coefficient | Standard 9.1 | Standard 9.2 | Standard 9.3 |
|-------------------------|--------------|--------------|--------------|
| Standard 9.1            | 1.00         |              |              |
| Standard 9.2            | 0.66         | 1.00         |              |
| Standard 9.3            | 0.71         | 0.71         | 1.00         |

### Indicator 10. Leadership and Collaboration (Principals)

| 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 (Principals)

| Correlation Coefficient | Standard 11.1 |
|-------------------------|---------------|
| Standard 11.1           | 1.00          |

### Indicator 12. Professional Dispositions (Principals)

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

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

#### Indicator 1. Student Development (Teachers)

| Correlation Coefficient | Standard 1.1 | Standard 1.2 | Standard 1.3 |
|-------------------------|--------------|--------------|--------------|
| Standard 1.1            | 1.00         |              |              |
| Standard 1.2            | 0.53         | 1.00         |              |
| Standard 1.3            | 0.52         | 0.41         | 1.00         |

#### Indicator 2. Learning Differences (Teachers)

| Correlation Coefficient | Standard 2.1 | Standard 2.2 |
|-------------------------|--------------|--------------|
| Standard 2.1            | 1.00         |              |
| Standard 2.2            | 0.58         | 1.00         |

### Indicator 3. Learning Environments (Teachers)

| Correlation Coefficient | Standard 3.1 | Standard 3.2 | Standard 3.3 |
|-------------------------|--------------|--------------|--------------|
| Standard 3.1            | 1.00         |              |              |
| Standard 3.2            | 0.62         | 1.00         |              |
| Standard 3.3            | 0.44         | 0.62         | 1.00         |

### Indicator 4. Content Knowledge (Teachers)

| Correlation Coefficient | Standard 4.1 | Standard 4.2 | Standard 4.3 |
|-------------------------|--------------|--------------|--------------|
| Standard 4.1            | 1.00         |              |              |
| Standard 4.2            | 0.63         | 1.00         |              |
| Standard 4.3            | 0.50         | 0.54         | 1.00         |

### Indicator 5. Application of Content (Teachers)

| Correlation Coefficient | Standard 5.1 | Standard 5.2 |
|-------------------------|--------------|--------------|
| Standard 5.1            | 1.00         |              |
| Standard 5.2            | 0.61         | 1.00         |

### Indicator 6. Assessment (Teachers)

| Correlation Coefficient | Standard 6.1 | Standard 6.2 |
|-------------------------|--------------|--------------|
| Standard 6.1            | 1.00         |              |
| Standard 6.2            | 0.67         | 1.00         |

### Indicator 7. Planning for Instruction (Teachers)

| Correlation Coefficients | Standard 7.1 | Standard 7.2 | Standard 7.3 |
|--------------------------|--------------|--------------|--------------|
| Standard 7.1             | 1.00         |              |              |
| Standard 7.2             | 0.61         | 1.00         |              |
| Standard 7.3             | 0.61         | 0.62         | 1.00         |

### Indicator 8. Instructional Strategies (Teachers)

| Correlation Coefficient | Standard 8.1 | Standard 8.2 | Standard 8.3 |
|-------------------------|--------------|--------------|--------------|
| Standard 8.1            | 1.00         |              |              |
| Standard 8.2            | 0.70         | 1.00         |              |
| Standard 8.3            | 0.40         | 0.43         | 1.00         |



**Indicator 9. Professional Learning and Ethical Practice (Teachers)**

| Correlation Coefficient | Standard 9.1 | Standard 9.2 | Standard 9.3 |
|-------------------------|--------------|--------------|--------------|
| Standard 9.1            | 1.00         |              |              |
| Standard 9.2            | 0.48         | 1.00         |              |
| Standard 9.3            | 0.46         | 0.53         | 1.00         |

**Indicator 10. Leadership and Collaboration (Teachers)**

| Correlation Coefficient | Standard 10.1 | Standard 10.2 |
|-------------------------|---------------|---------------|
| Standard 10.1           | 1.00          |               |
| Standard 10.2           | 0.68          | 1.00          |

**Indicator 11. Impact on Student Learning and Development (Teachers)**

| Correlation Coefficient | Standard 11.1 |
|-------------------------|---------------|
| Standard 11.1           | 1.00          |

**Indicator 12. Professional Dispositions (Teachers)**

| Correlation Coefficient | Standard 12.1 | Standard 12.2 | Standard 12.3 | Standard 12.4 |
|-------------------------|---------------|---------------|---------------|---------------|
| Standard 12.1           | 1.00          |               |               |               |
| Standard 12.2           | 0.61          | 1.00          |               |               |
| Standard 12.3           | 0.57          | 0.60          | 1.00          |               |
| Standard 12.4           | 0.62          | 0.55          | 0.58          | 1.00          |

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

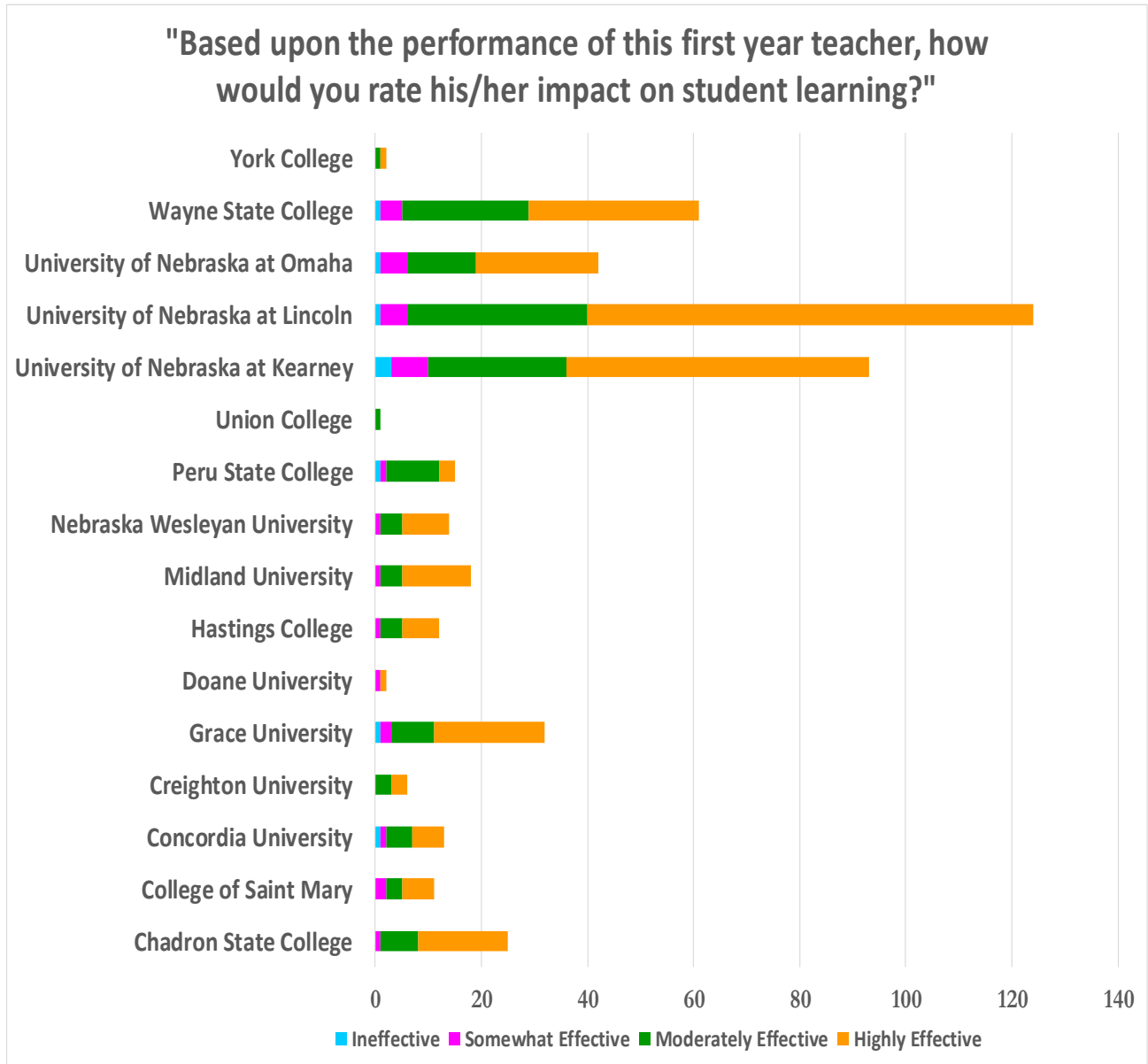


Figure 12. Responses to Question 14 by Preparation Institution (Principals)

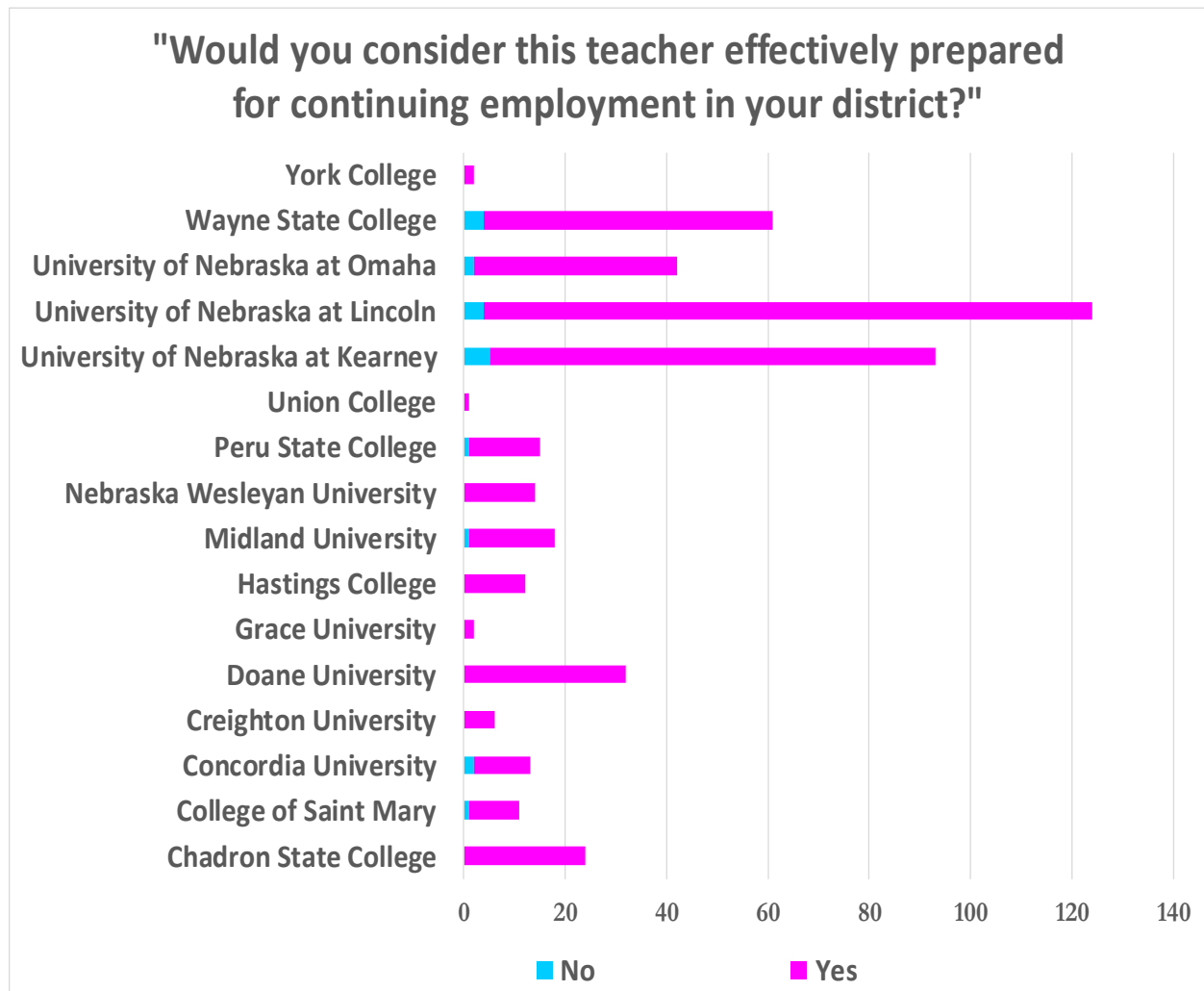


Figure 13. Responses to Question 13 by Preparation Institution (Teachers)

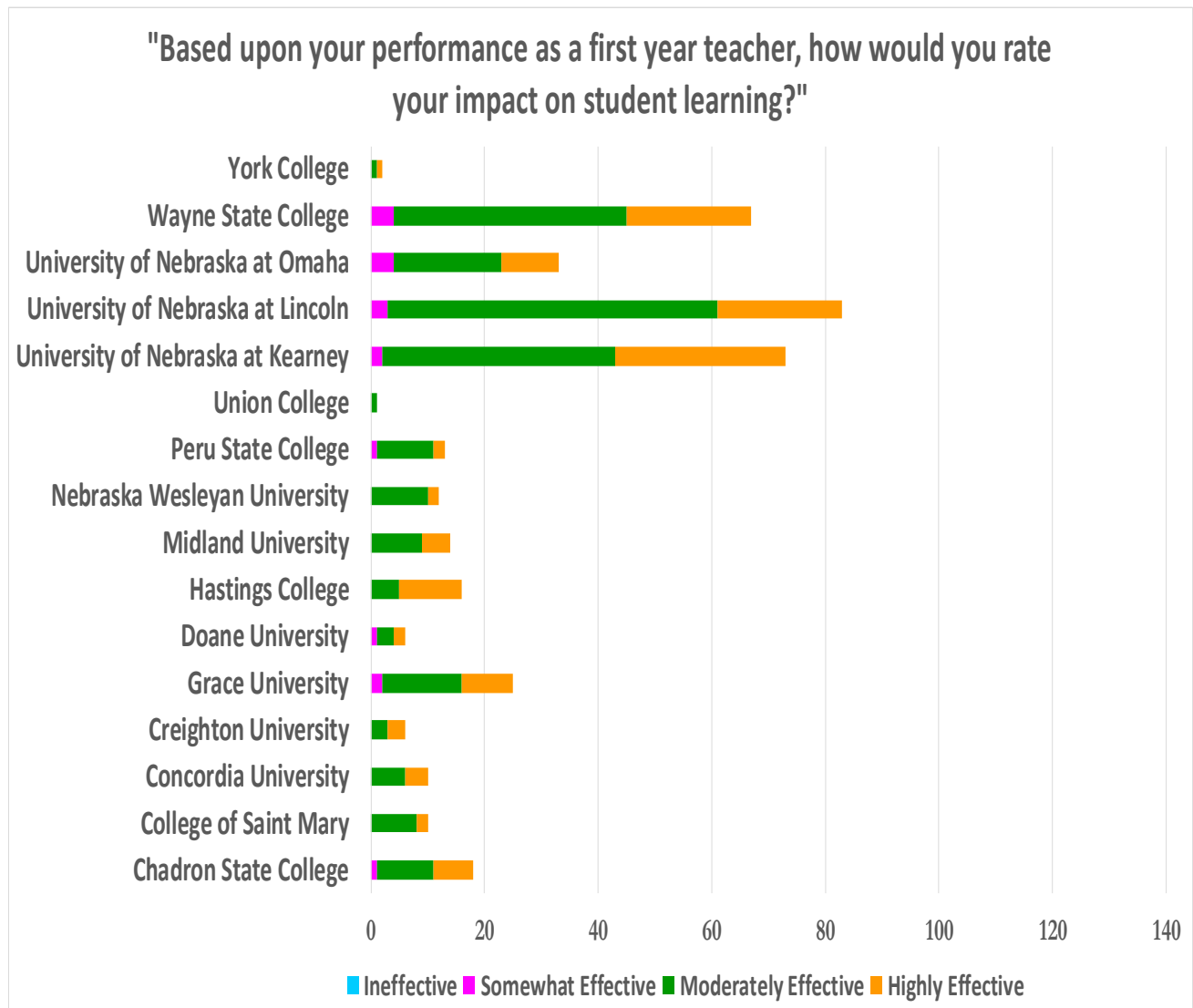


Figure 14. Responses to Question 14 by Preparation Institution (Teacher)

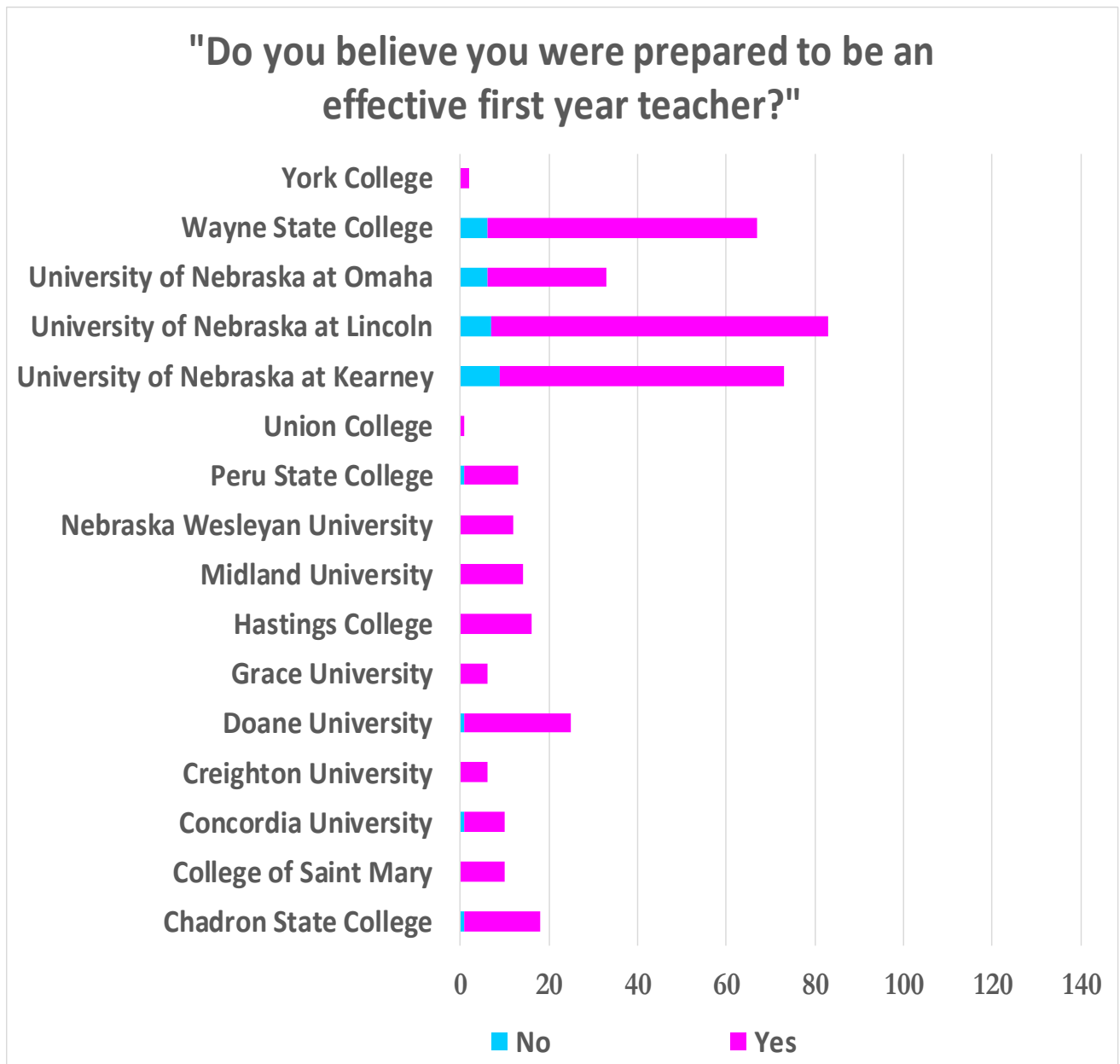


Figure 15. Survey Responses by Endorsement Type (Principals)

| Statewide     |                      |            |         |          |        |            |        |      |       |             |
|---------------|----------------------|------------|---------|----------|--------|------------|--------|------|-------|-------------|
|               | Endorsement Type     | Consistent |         | Frequent |        | Occasional |        | Rare |       | Grand Total |
|               |                      | N          | %       | N        | %      | N          | %      | N    | %     | N           |
| Indicator 1.1 | Content Endorsements | 133        | 53.20%  | 90       | 36.00% | 25         | 10.00% | 2    | 0.80% | 250         |
|               | Early Childhood      | 52         | 62.65%  | 30       | 36.14% | 1          | 1.20%  | 0    | 0.00% | 83          |
|               | Elementary           | 55         | 66.27%  | 24       | 28.92% | 3          | 3.61%  | 1    | 1.20% | 83          |
|               | Middle Grades        | 2          | 100.00% | 0        | 0.00%  | 0          | 0.00%  | 0    | 0.00% | 2           |
|               | Special Education    | 39         | 73.58%  | 12       | 22.64% | 2          | 3.77%  | 0    | 0.00% | 53          |
|               | Total                | 281        | 59.66%  | 156      | 33.12% | 31         | 6.58%  | 3    | 0.64% | 471         |
| Indicator 1.2 | Content Endorsements | 129        | 51.60%  | 90       | 36.00% | 28         | 11.20% | 3    | 1.20% | 250         |
|               | Early Childhood      | 49         | 59.04%  | 32       | 38.55% | 2          | 2.41%  | 0    | 0.00% | 83          |
|               | Elementary           | 54         | 65.06%  | 25       | 30.12% | 3          | 3.61%  | 1    | 1.20% | 83          |
|               | Middle Grades        | 1          | 50.00%  | 1        | 50.00% | 0          | 0.00%  | 0    | 0.00% | 2           |
|               | Special Education    | 39         | 73.58%  | 12       | 22.64% | 2          | 3.77%  | 0    | 0.00% | 53          |
|               | Total                | 272        | 57.75%  | 160      | 33.97% | 35         | 7.43%  | 4    | 0.85% | 471         |
| Indicator 1.3 | Content Endorsements | 135        | 54.00%  | 84       | 33.60% | 25         | 10.00% | 6    | 2.40% | 250         |
|               | Early Childhood      | 46         | 55.42%  | 35       | 42.17% | 2          | 2.41%  | 0    | 0.00% | 83          |
|               | Elementary           | 54         | 65.06%  | 21       | 25.30% | 8          | 9.64%  | 0    | 0.00% | 83          |
|               | Middle Grades        | 2          | 100.00% | 0        | 0.00%  | 0          | 0.00%  | 0    | 0.00% | 2           |
|               | Special Education    | 37         | 69.81%  | 14       | 26.42% | 2          | 3.77%  | 0    | 0.00% | 53          |
|               | Total                | 274        | 58.17%  | 154      | 32.70% | 37         | 7.86%  | 6    | 1.27% | 471         |
| Indicator 2.1 | Content Endorsements | 129        | 51.81%  | 89       | 35.74% | 28         | 11.24% | 3    | 1.20% | 249         |
|               | Early Childhood      | 47         | 57.32%  | 33       | 40.24% | 2          | 2.44%  | 0    | 0.00% | 82          |
|               | Elementary           | 53         | 64.63%  | 26       | 31.71% | 3          | 3.66%  | 0    | 0.00% | 82          |
|               | Middle Grades        | 2          | 100.00% | 0        | 0.00%  | 0          | 0.00%  | 0    | 0.00% | 2           |
|               | Special Education    | 37         | 69.81%  | 15       | 28.30% | 1          | 1.89%  | 0    | 0.00% | 53          |
|               | Total                | 268        | 57.26%  | 163      | 34.83% | 34         | 7.26%  | 3    | 0.64% | 468         |
| Indicator 2.2 | Content Endorsements | 138        | 55.65%  | 86       | 34.68% | 17         | 6.85%  | 7    | 2.82% | 248         |
|               | Early Childhood      | 46         | 56.10%  | 33       | 40.24% | 3          | 3.66%  | 0    | 0.00% | 82          |
|               | Elementary           | 53         | 64.63%  | 23       | 28.05% | 5          | 6.10%  | 1    | 1.22% | 82          |
|               | Middle Grades        | 2          | 100.00% | 0        | 0.00%  | 0          | 0.00%  | 0    | 0.00% | 2           |
|               | Special Education    | 41         | 77.36%  | 9        | 16.98% | 3          | 5.66%  | 0    | 0.00% | 53          |
|               | Total                | 280        | 59.96%  | 151      | 32.33% | 28         | 6.00%  | 8    | 1.71% | 467         |
|               | Content Endorsements | 147        | 58.80%  | 69       | 27.60% | 28         | 11.20% | 6    | 2.40% | 250         |

| Statewide     |                      |            |         |          |        |            |        |      |       |             |
|---------------|----------------------|------------|---------|----------|--------|------------|--------|------|-------|-------------|
|               | Endorsement Type     | Consistent |         | Frequent |        | Occasional |        | Rare |       | Grand Total |
| Indicator 3.1 | Early Childhood      | 62         | 75.61%  | 19       | 23.17% | 1          | 1.22%  | 0    | 0.00% | 82          |
|               | Elementary           | 60         | 72.29%  | 16       | 19.28% | 5          | 6.02%  | 2    | 2.41% | 83          |
|               | Middle Grades        | 2          | 100.00% | 0        | 0.00%  | 0          | 0.00%  | 0    | 0.00% | 2           |
|               | Special Education    | 40         | 75.47%  | 9        | 16.98% | 4          | 7.55%  | 0    | 0.00% | 53          |
|               | Total                | 311        | 66.17%  | 113      | 24.04% | 38         | 8.09%  | 8    | 1.70% | 470         |
| Indicator 3.2 | Content Endorsements | 150        | 60.00%  | 73       | 29.20% | 20         | 8.00%  | 7    | 2.80% | 250         |
|               | Early Childhood      | 53         | 64.63%  | 27       | 32.93% | 2          | 2.44%  | 0    | 0.00% | 82          |
|               | Elementary           | 60         | 72.29%  | 17       | 20.48% | 4          | 4.82%  | 2    | 2.41% | 83          |
|               | Middle Grades        | 2          | 100.00% | 0        | 0.00%  | 0          | 0.00%  | 0    | 0.00% | 2           |
|               | Special Education    | 39         | 73.58%  | 12       | 22.64% | 2          | 3.77%  | 0    | 0.00% | 53          |
|               | Total                | 304        | 64.68%  | 129      | 27.45% | 28         | 5.96%  | 9    | 1.91% | 470         |
| Indicator 3.3 | Content Endorsements | 127        | 50.80%  | 78       | 31.20% | 36         | 14.40% | 9    | 3.60% | 250         |
|               | Early Childhood      | 49         | 59.76%  | 26       | 31.71% | 6          | 7.32%  | 1    | 1.22% | 82          |
|               | Elementary           | 56         | 67.47%  | 17       | 20.48% | 8          | 9.64%  | 2    | 2.41% | 83          |
|               | Middle Grades        | 1          | 50.00%  | 1        | 50.00% | 0          | 0.00%  | 0    | 0.00% | 2           |
|               | Special Education    | 33         | 62.26%  | 17       | 32.08% | 3          | 5.66%  | 0    | 0.00% | 53          |
|               | Total                | 266        | 56.60%  | 139      | 29.57% | 53         | 11.28% | 12   | 2.55% | 470         |
| Indicator 4.1 | Content Endorsements | 155        | 62.00%  | 79       | 31.60% | 12         | 4.80%  | 4    | 1.60% | 250         |
|               | Early Childhood      | 48         | 57.83%  | 35       | 42.17% | 0          | 0.00%  | 0    | 0.00% | 83          |
|               | Elementary           | 49         | 59.04%  | 30       | 36.14% | 3          | 3.61%  | 1    | 1.20% | 83          |
|               | Middle Grades        | 2          | 100.00% | 0        | 0.00%  | 0          | 0.00%  | 0    | 0.00% | 2           |
|               | Special Education    | 33         | 62.26%  | 17       | 32.08% | 2          | 3.77%  | 1    | 1.89% | 53          |
|               | Total                | 287        | 60.93%  | 161      | 34.18% | 17         | 3.61%  | 6    | 1.27% | 471         |
| Indicator 4.2 | Content Endorsements | 147        | 58.80%  | 80       | 32.00% | 21         | 8.40%  | 2    | 0.80% | 250         |
|               | Early Childhood      | 46         | 55.42%  | 36       | 43.37% | 1          | 1.20%  | 0    | 0.00% | 83          |
|               | Elementary           | 50         | 60.24%  | 28       | 33.73% | 4          | 4.82%  | 1    | 1.20% | 83          |
|               | Middle Grades        | 1          | 50.00%  | 1        | 50.00% | 0          | 0.00%  | 0    | 0.00% | 2           |
|               | Special Education    | 34         | 64.15%  | 16       | 30.19% | 3          | 5.66%  | 0    | 0.00% | 53          |
|               | Total                | 278        | 59.02%  | 161      | 34.18% | 29         | 6.16%  | 3    | 0.64% | 471         |
| Indicator 4.3 | Content Endorsements | 157        | 62.80%  | 80       | 32.00% | 10         | 4.00%  | 3    | 1.20% | 250         |
|               | Early Childhood      | 52         | 62.65%  | 29       | 34.94% | 2          | 2.41%  | 0    | 0.00% | 83          |
|               | Elementary           | 58         | 69.88%  | 21       | 25.30% | 3          | 3.61%  | 1    | 1.20% | 83          |
|               | Middle Grades        | 2          | 100.00% | 0        | 0.00%  | 0          | 0.00%  | 0    | 0.00% | 2           |

| Statewide     |                      |            |         |          |        |            |        |      |       |             |
|---------------|----------------------|------------|---------|----------|--------|------------|--------|------|-------|-------------|
|               | Endorsement Type     | Consistent |         | Frequent |        | Occasional |        | Rare |       | Grand Total |
|               | Special Education    | 39         | 73.58%  | 11       | 20.75% | 3          | 5.66%  | 0    | 0.00% | 53          |
|               | Total                | 308        | 65.39%  | 141      | 29.94% | 18         | 3.82%  | 4    | 0.85% | 471         |
| Indicator 5.1 | Content Endorsements | 105        | 42.00%  | 95       | 38.00% | 44         | 17.60% | 6    | 2.40% | 250         |
|               | Early Childhood      | 37         | 44.58%  | 39       | 46.99% | 6          | 7.23%  | 1    | 1.20% | 83          |
|               | Elementary           | 44         | 53.01%  | 30       | 36.14% | 9          | 10.84% | 0    | 0.00% | 83          |
|               | Middle Grades        | 2          | 100.00% | 0        | 0.00%  | 0          | 0.00%  | 0    | 0.00% | 2           |
|               | Special Education    | 30         | 57.69%  | 18       | 34.62% | 4          | 7.69%  | 0    | 0.00% | 52          |
|               | Total                | 218        | 46.38%  | 182      | 38.72% | 63         | 13.40% | 7    | 1.49% | 470         |
| Indicator 5.2 | Content Endorsements | 114        | 45.60%  | 96       | 38.40% | 31         | 12.40% | 9    | 3.60% | 250         |
|               | Early Childhood      | 38         | 45.78%  | 39       | 46.99% | 6          | 7.23%  | 0    | 0.00% | 83          |
|               | Elementary           | 42         | 50.60%  | 32       | 38.55% | 6          | 7.23%  | 3    | 3.61% | 83          |
|               | Middle Grades        | 2          | 100.00% | 0        | 0.00%  | 0          | 0.00%  | 0    | 0.00% | 2           |
|               | Special Education    | 29         | 56.86%  | 18       | 35.29% | 4          | 7.84%  | 0    | 0.00% | 51          |
|               | Total                | 225        | 47.97%  | 185      | 39.45% | 47         | 10.02% | 12   | 2.56% | 469         |
| Indicator 6.1 | Content Endorsements | 119        | 47.60%  | 88       | 35.20% | 41         | 16.40% | 2    | 0.80% | 250         |
|               | Early Childhood      | 42         | 50.60%  | 38       | 45.78% | 3          | 3.61%  | 0    | 0.00% | 83          |
|               | Elementary           | 45         | 54.22%  | 32       | 38.55% | 4          | 4.82%  | 2    | 2.41% | 83          |
|               | Middle Grades        | 1          | 50.00%  | 1        | 50.00% | 0          | 0.00%  | 0    | 0.00% | 2           |
|               | Special Education    | 35         | 66.04%  | 15       | 28.30% | 2          | 3.77%  | 1    | 1.89% | 53          |
|               | Total                | 242        | 51.38%  | 174      | 36.94% | 50         | 10.62% | 5    | 1.06% | 471         |
| Indicator 6.2 | Content Endorsements | 115        | 46.00%  | 87       | 34.80% | 40         | 16.00% | 8    | 3.20% | 250         |
|               | Early Childhood      | 40         | 48.19%  | 37       | 44.58% | 6          | 7.23%  | 0    | 0.00% | 83          |
|               | Elementary           | 46         | 55.42%  | 27       | 32.53% | 8          | 9.64%  | 2    | 2.41% | 83          |
|               | Middle Grades        | 1          | 50.00%  | 1        | 50.00% | 0          | 0.00%  | 0    | 0.00% | 2           |
|               | Special Education    | 26         | 49.06%  | 24       | 45.28% | 3          | 5.66%  | 0    | 0.00% | 53          |
|               | Total                | 228        | 48.41%  | 176      | 37.37% | 57         | 12.10% | 10   | 2.12% | 471         |
| Indicator 7.1 | Content Endorsements | 135        | 54.00%  | 82       | 32.80% | 26         | 10.40% | 7    | 2.80% | 250         |
|               | Early Childhood      | 45         | 54.22%  | 35       | 42.17% | 3          | 3.61%  | 0    | 0.00% | 83          |
|               | Elementary           | 52         | 62.65%  | 24       | 28.92% | 5          | 6.02%  | 2    | 2.41% | 83          |
|               | Middle Grades        | 2          | 100.00% | 0        | 0.00%  | 0          | 0.00%  | 0    | 0.00% | 2           |
|               | Special Education    | 34         | 64.15%  | 14       | 26.42% | 5          | 9.43%  | 0    | 0.00% | 53          |
|               | Total                | 268        | 56.90%  | 155      | 32.91% | 39         | 8.28%  | 9    | 1.91% | 471         |
|               | Content Endorsements | 123        | 49.20%  | 86       | 34.40% | 35         | 14.00% | 6    | 2.40% | 250         |



| Statewide     |                      |            |         |          |        |            |        |      |       |             |
|---------------|----------------------|------------|---------|----------|--------|------------|--------|------|-------|-------------|
|               | Endorsement Type     | Consistent |         | Frequent |        | Occasional |        | Rare |       | Grand Total |
| Indicator 7.2 | Early Childhood      | 45         | 54.22%  | 36       | 43.37% | 2          | 2.41%  | 0    | 0.00% | 83          |
|               | Elementary           | 45         | 54.22%  | 33       | 39.76% | 4          | 4.82%  | 1    | 1.20% | 83          |
|               | Middle Grades        | 1          | 50.00%  | 1        | 50.00% | 0          | 0.00%  | 0    | 0.00% | 2           |
|               | Special Education    | 29         | 54.72%  | 20       | 37.74% | 4          | 7.55%  | 0    | 0.00% | 53          |
|               | Total                | 243        | 51.59%  | 176      | 37.37% | 45         | 9.55%  | 7    | 1.49% | 471         |
| Indicator 7.3 | Content Endorsements | 122        | 49.19%  | 86       | 34.68% | 36         | 14.52% | 4    | 1.61% | 248         |
|               | Early Childhood      | 45         | 54.88%  | 32       | 39.02% | 4          | 4.88%  | 1    | 1.22% | 82          |
|               | Elementary           | 48         | 57.83%  | 30       | 36.14% | 4          | 4.82%  | 1    | 1.20% | 83          |
|               | Middle Grades        | 2          | 100.00% | 0        | 0.00%  | 0          | 0.00%  | 0    | 0.00% | 2           |
|               | Special Education    | 36         | 67.92%  | 13       | 24.53% | 4          | 7.55%  | 0    | 0.00% | 53          |
|               | Total                | 253        | 54.06%  | 161      | 34.40% | 48         | 10.26% | 6    | 1.28% | 468         |
| Indicator 8.1 | Content Endorsements | 133        | 53.20%  | 79       | 31.60% | 35         | 14.00% | 3    | 1.20% | 250         |
|               | Early Childhood      | 43         | 51.81%  | 36       | 43.37% | 4          | 4.82%  | 0    | 0.00% | 83          |
|               | Elementary           | 47         | 56.63%  | 29       | 34.94% | 4          | 4.82%  | 3    | 3.61% | 83          |
|               | Middle Grades        | 1          | 50.00%  | 1        | 50.00% | 0          | 0.00%  | 0    | 0.00% | 2           |
|               | Special Education    | 35         | 67.31%  | 14       | 26.92% | 3          | 5.77%  | 0    | 0.00% | 52          |
|               | Total                | 259        | 55.11%  | 159      | 33.83% | 46         | 9.79%  | 6    | 1.28% | 470         |
| Indicator 8.2 | Content Endorsements | 118        | 47.20%  | 89       | 35.60% | 39         | 15.60% | 4    | 1.60% | 250         |
|               | Early Childhood      | 38         | 45.78%  | 40       | 48.19% | 5          | 6.02%  | 0    | 0.00% | 83          |
|               | Elementary           | 45         | 54.22%  | 28       | 33.73% | 8          | 9.64%  | 2    | 2.41% | 83          |
|               | Middle Grades        | 2          | 100.00% | 0        | 0.00%  | 0          | 0.00%  | 0    | 0.00% | 2           |
|               | Special Education    | 35         | 67.31%  | 13       | 25.00% | 4          | 7.69%  | 0    | 0.00% | 52          |
|               | Total                | 238        | 50.64%  | 170      | 36.17% | 56         | 11.91% | 6    | 1.28% | 470         |
| Indicator 8.3 | Content Endorsements | 141        | 56.63%  | 76       | 30.52% | 26         | 10.44% | 6    | 2.41% | 249         |
|               | Early Childhood      | 45         | 54.22%  | 33       | 39.76% | 4          | 4.82%  | 1    | 1.20% | 83          |
|               | Elementary           | 51         | 61.45%  | 26       | 31.33% | 5          | 6.02%  | 1    | 1.20% | 83          |
|               | Middle Grades        | 1          | 50.00%  | 1        | 50.00% | 0          | 0.00%  | 0    | 0.00% | 2           |
|               | Special Education    | 33         | 63.46%  | 18       | 34.62% | 1          | 1.92%  | 0    | 0.00% | 52          |
|               | Total                | 271        | 57.78%  | 154      | 32.84% | 36         | 7.68%  | 8    | 1.71% | 469         |
| Indicator 9.1 | Content Endorsements | 147        | 58.80%  | 77       | 30.80% | 23         | 9.20%  | 3    | 1.20% | 250         |
|               | Early Childhood      | 54         | 65.06%  | 25       | 30.12% | 4          | 4.82%  | 0    | 0.00% | 83          |
|               | Elementary           | 53         | 63.86%  | 25       | 30.12% | 4          | 4.82%  | 1    | 1.20% | 83          |
|               | Middle Grades        | 2          | 100.00% | 0        | 0.00%  | 0          | 0.00%  | 0    | 0.00% | 2           |

| Statewide      |                      |            |         |          |        |            |        |      |       |             |
|----------------|----------------------|------------|---------|----------|--------|------------|--------|------|-------|-------------|
|                | Endorsement Type     | Consistent |         | Frequent |        | Occasional |        | Rare |       | Grand Total |
|                | Special Education    | 38         | 71.70%  | 11       | 20.75% | 4          | 7.55%  | 0    | 0.00% | 53          |
|                | Total                | 294        | 62.42%  | 138      | 29.30% | 35         | 7.43%  | 4    | 0.85% | 471         |
| Indicator 9.2  | Content Endorsements | 177        | 70.80%  | 58       | 23.20% | 11         | 4.40%  | 4    | 1.60% | 250         |
|                | Early Childhood      | 67         | 80.72%  | 16       | 19.28% | 0          | 0.00%  | 0    | 0.00% | 83          |
|                | Elementary           | 66         | 79.52%  | 13       | 15.66% | 3          | 3.61%  | 1    | 1.20% | 83          |
|                | Middle Grades        | 2          | 100.00% | 0        | 0.00%  | 0          | 0.00%  | 0    | 0.00% | 2           |
|                | Special Education    | 43         | 81.13%  | 8        | 15.09% | 2          | 3.77%  | 0    | 0.00% | 53          |
|                | Total                | 355        | 75.37%  | 95       | 20.17% | 16         | 3.40%  | 5    | 1.06% | 471         |
| Indicator 9.3  | Content Endorsements | 123        | 49.40%  | 93       | 37.35% | 27         | 10.84% | 6    | 2.41% | 249         |
|                | Early Childhood      | 53         | 63.86%  | 26       | 31.33% | 4          | 4.82%  | 0    | 0.00% | 83          |
|                | Elementary           | 52         | 62.65%  | 26       | 31.33% | 3          | 3.61%  | 2    | 2.41% | 83          |
|                | Middle Grades        | 2          | 100.00% | 0        | 0.00%  | 0          | 0.00%  | 0    | 0.00% | 2           |
|                | Special Education    | 35         | 66.04%  | 15       | 28.30% | 3          | 5.66%  | 0    | 0.00% | 53          |
|                | Total                | 265        | 56.38%  | 160      | 34.04% | 37         | 7.87%  | 8    | 1.70% | 470         |
| Indicator 10.1 | Content Endorsements | 140        | 56.00%  | 70       | 28.00% | 38         | 15.20% | 2    | 0.80% | 250         |
|                | Early Childhood      | 52         | 62.65%  | 28       | 33.73% | 3          | 3.61%  | 0    | 0.00% | 83          |
|                | Elementary           | 58         | 69.88%  | 21       | 25.30% | 3          | 3.61%  | 1    | 1.20% | 83          |
|                | Middle Grades        | 1          | 50.00%  | 1        | 50.00% | 0          | 0.00%  | 0    | 0.00% | 2           |
|                | Special Education    | 34         | 64.15%  | 14       | 26.42% | 5          | 9.43%  | 0    | 0.00% | 53          |
|                | Total                | 285        | 60.51%  | 134      | 28.45% | 49         | 10.40% | 3    | 0.64% | 471         |
| Indicator 10.2 | Content Endorsements | 130        | 52.21%  | 70       | 28.11% | 42         | 16.87% | 7    | 2.81% | 249         |
|                | Early Childhood      | 49         | 59.04%  | 30       | 36.14% | 4          | 4.82%  | 0    | 0.00% | 83          |
|                | Elementary           | 52         | 62.65%  | 24       | 28.92% | 6          | 7.23%  | 1    | 1.20% | 83          |
|                | Middle Grades        | 1          | 50.00%  | 1        | 50.00% | 0          | 0.00%  | 0    | 0.00% | 2           |
|                | Special Education    | 37         | 71.15%  | 12       | 23.08% | 3          | 5.77%  | 0    | 0.00% | 52          |
|                | Total                | 269        | 57.36%  | 137      | 29.21% | 55         | 11.73% | 8    | 1.71% | 469         |
| Indicator 11.1 | Content Endorsements | 158        | 63.20%  | 70       | 28.00% | 19         | 7.60%  | 3    | 1.20% | 250         |
|                | Early Childhood      | 59         | 71.08%  | 24       | 28.92% | 0          | 0.00%  | 0    | 0.00% | 83          |
|                | Elementary           | 65         | 78.31%  | 14       | 16.87% | 4          | 4.82%  | 0    | 0.00% | 83          |
|                | Middle Grades        | 2          | 100.00% | 0        | 0.00%  | 0          | 0.00%  | 0    | 0.00% | 2           |
|                | Special Education    | 41         | 78.85%  | 10       | 19.23% | 1          | 1.92%  | 0    | 0.00% | 52          |
|                | Total                | 325        | 69.15%  | 118      | 25.11% | 24         | 5.11%  | 3    | 0.64% | 470         |
|                | Content Endorsements | 168        | 67.20%  | 59       | 23.60% | 19         | 7.60%  | 4    | 1.60% | 250         |

| Statewide      |                      |            |         |          |        |            |        |      |       |             |
|----------------|----------------------|------------|---------|----------|--------|------------|--------|------|-------|-------------|
|                | Endorsement Type     | Consistent |         | Frequent |        | Occasional |        | Rare |       | Grand Total |
| Indicator 12.1 | Early Childhood      | 59         | 71.08%  | 18       | 21.69% | 5          | 6.02%  | 1    | 1.20% | 83          |
|                | Elementary           | 63         | 75.90%  | 17       | 20.48% | 1          | 1.20%  | 2    | 2.41% | 83          |
|                | Middle Grades        | 2          | 100.00% | 0        | 0.00%  | 0          | 0.00%  | 0    | 0.00% | 2           |
|                | Special Education    | 41         | 77.36%  | 9        | 16.98% | 3          | 5.66%  | 0    | 0.00% | 53          |
|                | Total                | 333        | 70.70%  | 103      | 21.87% | 28         | 5.94%  | 7    | 1.49% | 471         |
| Indicator 12.2 | Content Endorsements | 147        | 58.80%  | 72       | 28.80% | 28         | 11.20% | 3    | 1.20% | 250         |
|                | Early Childhood      | 54         | 65.06%  | 22       | 26.51% | 7          | 8.43%  | 0    | 0.00% | 83          |
|                | Elementary           | 60         | 72.29%  | 19       | 22.89% | 0          | 0.00%  | 4    | 4.82% | 83          |
|                | Middle Grades        | 2          | 100.00% | 0        | 0.00%  | 0          | 0.00%  | 0    | 0.00% | 2           |
|                | Special Education    | 40         | 75.47%  | 9        | 16.98% | 3          | 5.66%  | 1    | 1.89% | 53          |
|                | Total                | 303        | 64.33%  | 122      | 25.90% | 38         | 8.07%  | 8    | 1.70% | 471         |
| Indicator 12.3 | Content Endorsements | 150        | 60.48%  | 68       | 27.42% | 23         | 9.27%  | 7    | 2.82% | 248         |
|                | Early Childhood      | 58         | 69.88%  | 20       | 24.10% | 5          | 6.02%  | 0    | 0.00% | 83          |
|                | Elementary           | 59         | 71.08%  | 19       | 22.89% | 4          | 4.82%  | 1    | 1.20% | 83          |
|                | Middle Grades        | 2          | 100.00% | 0        | 0.00%  | 0          | 0.00%  | 0    | 0.00% | 2           |
|                | Special Education    | 39         | 73.58%  | 11       | 20.75% | 3          | 5.66%  | 0    | 0.00% | 53          |
|                | Total                | 308        | 65.67%  | 118      | 25.16% | 35         | 7.46%  | 8    | 1.71% | 469         |
| Indicator 12.4 | Content Endorsements | 171        | 68.67%  | 61       | 24.50% | 15         | 6.02%  | 2    | 0.80% | 249         |
|                | Early Childhood      | 68         | 82.93%  | 12       | 14.63% | 2          | 2.44%  | 0    | 0.00% | 82          |
|                | Elementary           | 63         | 75.90%  | 17       | 20.48% | 2          | 2.41%  | 1    | 1.20% | 83          |
|                | Middle Grades        | 2          | 100.00% | 0        | 0.00%  | 0          | 0.00%  | 0    | 0.00% | 2           |
|                | Special Education    | 40         | 75.47%  | 12       | 22.64% | 1          | 1.89%  | 0    | 0.00% | 53          |
|                | Total                | 344        | 73.35%  | 102      | 21.75% | 20         | 4.26%  | 3    | 0.64% | 469         |

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 | 97         | 55.11% | 69       | 39.20% | 10         | 5.68%  | 0    | 0.00% | 176         |
|               | Early Childhood      | 52         | 56.52% | 39       | 42.39% | 1          | 1.09%  | 0    | 0.00% | 92          |
|               | Elementary           | 30         | 46.15% | 34       | 52.31% | 1          | 1.54%  | 0    | 0.00% | 65          |
|               | Middle Grades        | 1          | 25.00% | 3        | 75.00% | 0          | 0.00%  | 0    | 0.00% | 4           |
|               | Special Education    | 36         | 66.67% | 18       | 33.33% | 0          | 0.00%  | 0    | 0.00% | 54          |
|               | Total                | 216        | 55.24% | 163      | 41.69% | 12         | 3.07%  | 0    | 0.00% | 391         |
| Indicator 1.2 | Content Endorsements | 106        | 60.23% | 67       | 38.07% | 3          | 1.70%  | 0    | 0.00% | 176         |
|               | Early Childhood      | 51         | 55.43% | 38       | 41.30% | 3          | 3.26%  | 0    | 0.00% | 92          |
|               | Elementary           | 37         | 56.92% | 27       | 41.54% | 1          | 1.54%  | 0    | 0.00% | 65          |
|               | Middle Grades        | 2          | 50.00% | 2        | 50.00% | 0          | 0.00%  | 0    | 0.00% | 4           |
|               | Special Education    | 31         | 57.41% | 22       | 40.74% | 1          | 1.85%  | 0    | 0.00% | 54          |
|               | Total                | 227        | 58.06% | 156      | 39.90% | 8          | 2.05%  | 0    | 0.00% | 391         |
| Indicator 1.3 | Content Endorsements | 83         | 47.16% | 77       | 43.75% | 16         | 9.09%  | 0    | 0.00% | 176         |
|               | Early Childhood      | 41         | 44.57% | 46       | 50.00% | 5          | 5.43%  | 0    | 0.00% | 92          |
|               | Elementary           | 27         | 41.54% | 33       | 50.77% | 5          | 7.69%  | 0    | 0.00% | 65          |
|               | Middle Grades        | 2          | 50.00% | 1        | 25.00% | 1          | 25.00% | 0    | 0.00% | 4           |
|               | Special Education    | 25         | 46.30% | 25       | 46.30% | 4          | 7.41%  | 0    | 0.00% | 54          |
|               | Total                | 178        | 45.52% | 182      | 46.55% | 31         | 7.93%  | 0    | 0.00% | 391         |
| Indicator 2.1 | Content Endorsements | 100        | 57.14% | 67       | 38.29% | 8          | 4.57%  | 0    | 0.00% | 175         |
|               | Early Childhood      | 55         | 59.78% | 31       | 33.70% | 6          | 6.52%  | 0    | 0.00% | 92          |
|               | Elementary           | 39         | 61.90% | 20       | 31.75% | 4          | 6.35%  | 0    | 0.00% | 63          |
|               | Middle Grades        | 2          | 50.00% | 0        | 0.00%  | 2          | 50.00% | 0    | 0.00% | 4           |
|               | Special Education    | 36         | 66.67% | 17       | 31.48% | 1          | 1.85%  | 0    | 0.00% | 54          |
|               | Total                | 232        | 59.79% | 135      | 34.79% | 21         | 5.41%  | 0    | 0.00% | 388         |
| Indicator 2.2 | Content Endorsements | 87         | 49.71% | 75       | 42.86% | 12         | 6.86%  | 1    | 0.57% | 175         |
|               | Early Childhood      | 51         | 55.43% | 34       | 36.96% | 7          | 7.61%  | 0    | 0.00% | 92          |
|               | Elementary           | 34         | 53.97% | 24       | 38.10% | 5          | 7.94%  | 0    | 0.00% | 63          |
|               | Middle Grades        | 2          | 50.00% | 0        | 0.00%  | 2          | 50.00% | 0    | 0.00% | 4           |
|               | Special Education    | 36         | 66.67% | 17       | 31.48% | 1          | 1.85%  | 0    | 0.00% | 54          |
|               | Total                | 210        | 54.12% | 150      | 38.66% | 27         | 6.96%  | 1    | 0.26% | 388         |
|               | Content Endorsements | 118        | 67.43% | 45       | 25.71% | 12         | 6.86%  | 0    | 0.00% | 175         |

| Statewide     |                      |            |         |          |        |            |        |      |       |             |
|---------------|----------------------|------------|---------|----------|--------|------------|--------|------|-------|-------------|
|               | Endorsement Type     | Consistent |         | Frequent |        | Occasional |        | Rare |       | Grand Total |
| Indicator 3.1 | Early Childhood      | 68         | 73.91%  | 22       | 23.91% | 2          | 2.17%  | 0    | 0.00% | 92          |
|               | Elementary           | 47         | 72.31%  | 15       | 23.08% | 3          | 4.62%  | 0    | 0.00% | 65          |
|               | Middle Grades        | 2          | 50.00%  | 2        | 50.00% | 0          | 0.00%  | 0    | 0.00% | 4           |
|               | Special Education    | 32         | 59.26%  | 20       | 37.04% | 2          | 3.70%  | 0    | 0.00% | 54          |
|               | Total                | 267        | 68.46%  | 104      | 26.67% | 19         | 4.87%  | 0    | 0.00% | 390         |
| Indicator 3.2 | Content Endorsements | 117        | 66.86%  | 42       | 24.00% | 15         | 8.57%  | 1    | 0.57% | 175         |
|               | Early Childhood      | 63         | 68.48%  | 28       | 30.43% | 1          | 1.09%  | 0    | 0.00% | 92          |
|               | Elementary           | 46         | 70.77%  | 15       | 23.08% | 3          | 4.62%  | 1    | 1.54% | 65          |
|               | Middle Grades        | 2          | 50.00%  | 2        | 50.00% | 0          | 0.00%  | 0    | 0.00% | 4           |
|               | Special Education    | 36         | 66.67%  | 18       | 33.33% | 0          | 0.00%  | 0    | 0.00% | 54          |
|               | Total                | 264        | 67.69%  | 105      | 26.92% | 19         | 4.87%  | 2    | 0.51% | 390         |
| Indicator 3.3 | Content Endorsements | 62         | 35.43%  | 79       | 45.14% | 29         | 16.57% | 5    | 2.86% | 175         |
|               | Early Childhood      | 52         | 56.52%  | 35       | 38.04% | 5          | 5.43%  | 0    | 0.00% | 92          |
|               | Elementary           | 36         | 55.38%  | 21       | 32.31% | 8          | 12.31% | 0    | 0.00% | 65          |
|               | Middle Grades        | 1          | 25.00%  | 2        | 50.00% | 1          | 25.00% | 0    | 0.00% | 4           |
|               | Special Education    | 22         | 40.74%  | 30       | 55.56% | 2          | 3.70%  | 0    | 0.00% | 54          |
|               | Total                | 173        | 44.36%  | 167      | 42.82% | 45         | 11.54% | 5    | 1.28% | 390         |
| Indicator 4.1 | Content Endorsements | 108        | 61.36%  | 57       | 32.39% | 9          | 5.11%  | 2    | 1.14% | 176         |
|               | Early Childhood      | 44         | 47.83%  | 45       | 48.91% | 3          | 3.26%  | 0    | 0.00% | 92          |
|               | Elementary           | 34         | 53.13%  | 28       | 43.75% | 1          | 1.56%  | 1    | 1.56% | 64          |
|               | Middle Grades        | 4          | 100.00% | 0        | 0.00%  | 0          | 0.00%  | 0    | 0.00% | 4           |
|               | Special Education    | 20         | 37.04%  | 30       | 55.56% | 4          | 7.41%  | 0    | 0.00% | 54          |
|               | Total                | 210        | 53.85%  | 160      | 41.03% | 17         | 4.36%  | 3    | 0.77% | 390         |
| Indicator 4.2 | Content Endorsements | 88         | 50.00%  | 73       | 41.48% | 14         | 7.95%  | 1    | 0.57% | 176         |
|               | Early Childhood      | 45         | 48.91%  | 44       | 47.83% | 3          | 3.26%  | 0    | 0.00% | 92          |
|               | Elementary           | 33         | 51.56%  | 27       | 42.19% | 4          | 6.25%  | 0    | 0.00% | 64          |
|               | Middle Grades        | 2          | 50.00%  | 2        | 50.00% | 0          | 0.00%  | 0    | 0.00% | 4           |
|               | Special Education    | 28         | 51.85%  | 23       | 42.59% | 3          | 5.56%  | 0    | 0.00% | 54          |
|               | Total                | 196        | 50.26%  | 169      | 43.33% | 24         | 6.15%  | 1    | 0.26% | 390         |
| Indicator 4.3 | Content Endorsements | 101        | 57.39%  | 58       | 32.95% | 12         | 6.82%  | 5    | 2.84% | 176         |
|               | Early Childhood      | 54         | 58.70%  | 34       | 36.96% | 4          | 4.35%  | 0    | 0.00% | 92          |
|               | Elementary           | 36         | 56.25%  | 25       | 39.06% | 3          | 4.69%  | 0    | 0.00% | 64          |
|               | Middle Grades        | 3          | 75.00%  | 1        | 25.00% | 0          | 0.00%  | 0    | 0.00% | 4           |

| Statewide     |                      |            |        |          |        |            |        |      |        |             |
|---------------|----------------------|------------|--------|----------|--------|------------|--------|------|--------|-------------|
|               | Endorsement Type     | Consistent |        | Frequent |        | Occasional |        | Rare |        | Grand Total |
|               | Special Education    | 21         | 38.89% | 24       | 44.44% | 7          | 12.96% | 2    | 3.70%  | 54          |
|               | Total                | 215        | 55.13% | 142      | 36.41% | 26         | 6.67%  | 7    | 1.79%  | 390         |
| Indicator 5.1 | Content Endorsements | 88         | 50.00% | 68       | 38.64% | 15         | 8.52%  | 5    | 2.84%  | 176         |
|               | Early Childhood      | 43         | 46.74% | 44       | 47.83% | 4          | 4.35%  | 1    | 1.09%  | 92          |
|               | Elementary           | 29         | 44.62% | 32       | 49.23% | 3          | 4.62%  | 1    | 1.54%  | 65          |
|               | Middle Grades        | 1          | 25.00% | 1        | 25.00% | 2          | 50.00% | 0    | 0.00%  | 4           |
|               | Special Education    | 24         | 44.44% | 23       | 42.59% | 7          | 12.96% | 0    | 0.00%  | 54          |
|               | Total                | 185        | 47.31% | 168      | 42.97% | 31         | 7.93%  | 7    | 1.79%  | 391         |
| Indicator 5.2 | Content Endorsements | 93         | 52.84% | 65       | 36.93% | 15         | 8.52%  | 3    | 1.70%  | 176         |
|               | Early Childhood      | 38         | 41.30% | 46       | 50.00% | 7          | 7.61%  | 1    | 1.09%  | 92          |
|               | Elementary           | 28         | 43.08% | 29       | 44.62% | 8          | 12.31% | 0    | 0.00%  | 65          |
|               | Middle Grades        | 1          | 25.00% | 3        | 75.00% | 0          | 0.00%  | 0    | 0.00%  | 4           |
|               | Special Education    | 21         | 38.89% | 24       | 44.44% | 9          | 16.67% | 0    | 0.00%  | 54          |
|               | Total                | 181        | 46.29% | 167      | 42.71% | 39         | 9.97%  | 4    | 1.02%  | 391         |
| Indicator 6.1 | Content Endorsements | 100        | 57.14% | 63       | 36.00% | 10         | 5.71%  | 2    | 1.14%  | 175         |
|               | Early Childhood      | 48         | 52.75% | 35       | 38.46% | 8          | 8.79%  | 0    | 0.00%  | 91          |
|               | Elementary           | 37         | 56.92% | 24       | 36.92% | 4          | 6.15%  | 0    | 0.00%  | 65          |
|               | Middle Grades        | 2          | 50.00% | 1        | 25.00% | 0          | 0.00%  | 1    | 25.00% | 4           |
|               | Special Education    | 28         | 52.83% | 19       | 35.85% | 5          | 9.43%  | 1    | 1.89%  | 53          |
|               | Total                | 215        | 55.41% | 142      | 36.60% | 27         | 6.96%  | 4    | 1.03%  | 388         |
| Indicator 6.2 | Content Endorsements | 83         | 47.70% | 71       | 40.80% | 16         | 9.20%  | 4    | 2.30%  | 174         |
|               | Early Childhood      | 43         | 47.25% | 37       | 40.66% | 10         | 10.99% | 1    | 1.10%  | 91          |
|               | Elementary           | 30         | 46.15% | 30       | 46.15% | 5          | 7.69%  | 0    | 0.00%  | 65          |
|               | Middle Grades        | 2          | 50.00% | 0        | 0.00%  | 2          | 50.00% | 0    | 0.00%  | 4           |
|               | Special Education    | 26         | 48.15% | 24       | 44.44% | 4          | 7.41%  | 0    | 0.00%  | 54          |
|               | Total                | 184        | 47.42% | 162      | 41.75% | 37         | 9.54%  | 5    | 1.29%  | 388         |
| Indicator 7.1 | Content Endorsements | 99         | 56.25% | 62       | 35.23% | 11         | 6.25%  | 4    | 2.27%  | 176         |
|               | Early Childhood      | 45         | 48.91% | 46       | 50.00% | 1          | 1.09%  | 0    | 0.00%  | 92          |
|               | Elementary           | 30         | 46.15% | 32       | 49.23% | 3          | 4.62%  | 0    | 0.00%  | 65          |
|               | Middle Grades        | 3          | 75.00% | 0        | 0.00%  | 1          | 25.00% | 0    | 0.00%  | 4           |
|               | Special Education    | 24         | 45.28% | 22       | 41.51% | 7          | 13.21% | 0    | 0.00%  | 53          |
|               | Total                | 201        | 51.54% | 162      | 41.54% | 23         | 5.90%  | 4    | 1.03%  | 390         |
|               | Content Endorsements | 99         | 56.25% | 62       | 35.23% | 11         | 6.25%  | 4    | 2.27%  | 176         |

| Statewide     |                      |            |        |          |        |            |        |      |       |             |
|---------------|----------------------|------------|--------|----------|--------|------------|--------|------|-------|-------------|
|               | Endorsement Type     | Consistent |        | Frequent |        | Occasional |        | Rare |       | Grand Total |
| Indicator 7.2 | Early Childhood      | 45         | 48.91% | 46       | 50.00% | 1          | 1.09%  | 0    | 0.00% | 92          |
|               | Elementary           | 30         | 46.15% | 32       | 49.23% | 3          | 4.62%  | 0    | 0.00% | 65          |
|               | Middle Grades        | 3          | 75.00% | 0        | 0.00%  | 1          | 25.00% | 0    | 0.00% | 4           |
|               | Special Education    | 24         | 45.28% | 22       | 41.51% | 7          | 13.21% | 0    | 0.00% | 53          |
|               | Total                | 201        | 51.54% | 162      | 41.54% | 23         | 5.90%  | 4    | 1.03% | 390         |
| Indicator 7.3 | Content Endorsements | 83         | 47.16% | 76       | 43.18% | 13         | 7.39%  | 4    | 2.27% | 176         |
|               | Early Childhood      | 47         | 51.09% | 38       | 41.30% | 7          | 7.61%  | 0    | 0.00% | 92          |
|               | Elementary           | 34         | 52.31% | 29       | 44.62% | 2          | 3.08%  | 0    | 0.00% | 65          |
|               | Middle Grades        | 1          | 25.00% | 3        | 75.00% | 0          | 0.00%  | 0    | 0.00% | 4           |
|               | Special Education    | 30         | 55.56% | 18       | 33.33% | 6          | 11.11% | 0    | 0.00% | 54          |
|               | Total                | 195        | 49.87% | 164      | 41.94% | 28         | 7.16%  | 4    | 1.02% | 391         |
| Indicator 8.1 | Content Endorsements | 111        | 63.43% | 57       | 32.57% | 7          | 4.00%  | 0    | 0.00% | 175         |
|               | Early Childhood      | 56         | 60.87% | 34       | 36.96% | 2          | 2.17%  | 0    | 0.00% | 92          |
|               | Elementary           | 39         | 60.00% | 25       | 38.46% | 1          | 1.54%  | 0    | 0.00% | 65          |
|               | Middle Grades        | 2          | 50.00% | 2        | 50.00% | 0          | 0.00%  | 0    | 0.00% | 4           |
|               | Special Education    | 30         | 55.56% | 23       | 42.59% | 1          | 1.85%  | 0    | 0.00% | 54          |
|               | Total                | 238        | 61.03% | 141      | 36.15% | 11         | 2.82%  | 0    | 0.00% | 390         |
| Indicator 8.2 | Content Endorsements | 90         | 51.43% | 69       | 39.43% | 16         | 9.14%  | 0    | 0.00% | 175         |
|               | Early Childhood      | 47         | 51.09% | 39       | 42.39% | 6          | 6.52%  | 0    | 0.00% | 92          |
|               | Elementary           | 31         | 47.69% | 30       | 46.15% | 4          | 6.15%  | 0    | 0.00% | 65          |
|               | Middle Grades        | 3          | 75.00% | 1        | 25.00% | 0          | 0.00%  | 0    | 0.00% | 4           |
|               | Special Education    | 23         | 42.59% | 25       | 46.30% | 6          | 11.11% | 0    | 0.00% | 54          |
|               | Total                | 194        | 49.74% | 164      | 42.05% | 32         | 8.21%  | 0    | 0.00% | 390         |
| Indicator 8.3 | Content Endorsements | 95         | 53.98% | 61       | 34.66% | 17         | 9.66%  | 3    | 1.70% | 176         |
|               | Early Childhood      | 43         | 46.74% | 34       | 36.96% | 15         | 16.30% | 0    | 0.00% | 92          |
|               | Elementary           | 32         | 49.23% | 26       | 40.00% | 7          | 10.77% | 0    | 0.00% | 65          |
|               | Middle Grades        | 3          | 75.00% | 0        | 0.00%  | 1          | 25.00% | 0    | 0.00% | 4           |
|               | Special Education    | 16         | 30.19% | 28       | 52.83% | 9          | 16.98% | 0    | 0.00% | 53          |
|               | Total                | 189        | 48.46% | 149      | 38.21% | 49         | 12.56% | 3    | 0.77% | 390         |
| Indicator 9.1 | Content Endorsements | 125        | 71.02% | 41       | 23.30% | 9          | 5.11%  | 1    | 0.57% | 176         |
|               | Early Childhood      | 62         | 67.39% | 24       | 26.09% | 6          | 6.52%  | 0    | 0.00% | 92          |
|               | Elementary           | 46         | 70.77% | 19       | 29.23% | 0          | 0.00%  | 0    | 0.00% | 65          |
|               | Middle Grades        | 3          | 75.00% | 1        | 25.00% | 0          | 0.00%  | 0    | 0.00% | 4           |

| Statewide      |                      |            |         |          |        |            |        |      |       |             |
|----------------|----------------------|------------|---------|----------|--------|------------|--------|------|-------|-------------|
|                | Endorsement Type     | Consistent |         | Frequent |        | Occasional |        | Rare |       | Grand Total |
|                | Special Education    | 39         | 72.22%  | 14       | 25.93% | 0          | 0.00%  | 1    | 1.85% | 54          |
|                | Total                | 275        | 70.33%  | 99       | 25.32% | 15         | 3.84%  | 2    | 0.51% | 391         |
| Indicator 9.2  | Content Endorsements | 150        | 85.23%  | 22       | 12.50% | 4          | 2.27%  | 0    | 0.00% | 176         |
|                | Early Childhood      | 71         | 77.17%  | 21       | 22.83% | 0          | 0.00%  | 0    | 0.00% | 92          |
|                | Elementary           | 53         | 82.81%  | 11       | 17.19% | 0          | 0.00%  | 0    | 0.00% | 64          |
|                | Middle Grades        | 4          | 100.00% | 0        | 0.00%  | 0          | 0.00%  | 0    | 0.00% | 4           |
|                | Special Education    | 45         | 83.33%  | 9        | 16.67% | 0          | 0.00%  | 0    | 0.00% | 54          |
|                | Total                | 323        | 82.82%  | 63       | 16.15% | 4          | 1.03%  | 0    | 0.00% | 390         |
| Indicator 9.3  | Content Endorsements | 123        | 70.29%  | 44       | 25.14% | 8          | 4.57%  | 0    | 0.00% | 175         |
|                | Early Childhood      | 63         | 68.48%  | 28       | 30.43% | 1          | 1.09%  | 0    | 0.00% | 92          |
|                | Elementary           | 43         | 67.19%  | 21       | 32.81% | 0          | 0.00%  | 0    | 0.00% | 64          |
|                | Middle Grades        | 3          | 75.00%  | 1        | 25.00% | 0          | 0.00%  | 0    | 0.00% | 4           |
|                | Special Education    | 38         | 70.37%  | 14       | 25.93% | 2          | 3.70%  | 0    | 0.00% | 54          |
|                | Total                | 270        | 69.41%  | 108      | 27.76% | 11         | 2.83%  | 0    | 0.00% | 389         |
| Indicator 10.1 | Content Endorsements | 113        | 64.94%  | 53       | 30.46% | 8          | 4.60%  | 0    | 0.00% | 174         |
|                | Early Childhood      | 65         | 70.65%  | 26       | 28.26% | 1          | 1.09%  | 0    | 0.00% | 92          |
|                | Elementary           | 44         | 69.84%  | 18       | 28.57% | 1          | 1.59%  | 0    | 0.00% | 63          |
|                | Middle Grades        | 3          | 75.00%  | 1        | 25.00% | 0          | 0.00%  | 0    | 0.00% | 4           |
|                | Special Education    | 41         | 75.93%  | 12       | 22.22% | 1          | 1.85%  | 0    | 0.00% | 54          |
|                | Total                | 266        | 68.73%  | 110      | 28.42% | 11         | 2.84%  | 0    | 0.00% | 387         |
| Indicator 10.2 | Content Endorsements | 90         | 51.72%  | 68       | 39.08% | 15         | 8.62%  | 1    | 0.57% | 174         |
|                | Early Childhood      | 57         | 61.96%  | 30       | 32.61% | 5          | 5.43%  | 0    | 0.00% | 92          |
|                | Elementary           | 38         | 60.32%  | 23       | 36.51% | 2          | 3.17%  | 0    | 0.00% | 63          |
|                | Middle Grades        | 3          | 75.00%  | 0        | 0.00%  | 1          | 25.00% | 0    | 0.00% | 4           |
|                | Special Education    | 32         | 59.26%  | 21       | 38.89% | 1          | 1.85%  | 0    | 0.00% | 54          |
|                | Total                | 220        | 56.85%  | 142      | 36.69% | 24         | 6.20%  | 1    | 0.26% | 387         |
| Indicator 11.1 | Content Endorsements | 131        | 75.29%  | 39       | 22.41% | 4          | 2.30%  | 0    | 0.00% | 174         |
|                | Early Childhood      | 72         | 79.12%  | 18       | 19.78% | 1          | 1.10%  | 0    | 0.00% | 91          |
|                | Elementary           | 50         | 78.13%  | 12       | 18.75% | 2          | 3.13%  | 0    | 0.00% | 64          |
|                | Middle Grades        | 4          | 100.00% | 0        | 0.00%  | 0          | 0.00%  | 0    | 0.00% | 4           |
|                | Special Education    | 48         | 88.89%  | 6        | 11.11% | 0          | 0.00%  | 0    | 0.00% | 54          |
|                | Total                | 305        | 78.81%  | 75       | 19.38% | 7          | 1.81%  | 0    | 0.00% | 387         |
|                | Content Endorsements | 150        | 85.71%  | 24       | 13.71% | 1          | 0.57%  | 0    | 0.00% | 175         |



| Statewide      |                      |            |         |          |        |            |       |      |       |             |
|----------------|----------------------|------------|---------|----------|--------|------------|-------|------|-------|-------------|
|                | Endorsement Type     | Consistent |         | Frequent |        | Occasional |       | Rare |       | Grand Total |
| Indicator 12.1 | Early Childhood      | 78         | 84.78%  | 12       | 13.04% | 2          | 2.17% | 0    | 0.00% | 92          |
|                | Elementary           | 50         | 76.92%  | 15       | 23.08% | 0          | 0.00% | 0    | 0.00% | 65          |
|                | Middle Grades        | 4          | 100.00% | 0        | 0.00%  | 0          | 0.00% | 0    | 0.00% | 4           |
|                | Special Education    | 45         | 83.33%  | 8        | 14.81% | 1          | 1.85% | 0    | 0.00% | 54          |
|                | Total                | 327        | 83.85%  | 59       | 15.13% | 4          | 1.03% | 0    | 0.00% | 390         |
| Indicator 12.2 | Content Endorsements | 136        | 77.71%  | 37       | 21.14% | 2          | 1.14% | 0    | 0.00% | 175         |
|                | Early Childhood      | 70         | 76.09%  | 21       | 22.83% | 1          | 1.09% | 0    | 0.00% | 92          |
|                | Elementary           | 47         | 72.31%  | 17       | 26.15% | 1          | 1.54% | 0    | 0.00% | 65          |
|                | Middle Grades        | 4          | 100.00% | 0        | 0.00%  | 0          | 0.00% | 0    | 0.00% | 4           |
|                | Special Education    | 46         | 85.19%  | 8        | 14.81% | 0          | 0.00% | 0    | 0.00% | 54          |
|                | Total                | 303        | 77.69%  | 83       | 21.28% | 4          | 1.03% | 0    | 0.00% | 390         |
| Indicator 12.3 | Content Endorsements | 146        | 83.43%  | 26       | 14.86% | 3          | 1.71% | 0    | 0.00% | 175         |
|                | Early Childhood      | 75         | 81.52%  | 15       | 16.30% | 1          | 1.09% | 1    | 1.09% | 92          |
|                | Elementary           | 51         | 78.46%  | 14       | 21.54% | 0          | 0.00% | 0    | 0.00% | 65          |
|                | Middle Grades        | 4          | 100.00% | 0        | 0.00%  | 0          | 0.00% | 0    | 0.00% | 4           |
|                | Special Education    | 46         | 85.19%  | 8        | 14.81% | 0          | 0.00% | 0    | 0.00% | 54          |
|                | Total                | 322        | 82.56%  | 63       | 16.15% | 4          | 1.03% | 1    | 0.26% | 390         |
| Indicator 12.4 | Content Endorsements | 155        | 88.57%  | 20       | 11.43% | 0          | 0.00% | 0    | 0.00% | 175         |
|                | Early Childhood      | 81         | 88.04%  | 11       | 11.96% | 0          | 0.00% | 0    | 0.00% | 92          |
|                | Elementary           | 57         | 87.69%  | 8        | 12.31% | 0          | 0.00% | 0    | 0.00% | 65          |
|                | Middle Grades        | 4          | 100.00% | 0        | 0.00%  | 0          | 0.00% | 0    | 0.00% | 4           |
|                | Special Education    | 51         | 94.44%  | 3        | 5.56%  | 0          | 0.00% | 0    | 0.00% | 54          |
|                | Total                | 348        | 89.23%  | 42       | 10.77% | 0          | 0.00% | 0    | 0.00% | 390         |