



2018 Nebraska Third Year Teacher Survey: Summary Report

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Prepared by

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Introduction

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

The Nebraska Department of Education (NDE) administered the Nebraska Third Year Teacher Survey from mid-February to mid-March 2018. This is the pilot year of successful implementation of the survey, with the survey being sent to principals only. Surveys were distributed to principals of third year teachers who completed their preparation programs at 15 preparation institutions in the state. The participating institutions are as follows:

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

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 third 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 principals 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. Question 15 was designed to collect comments from principals for informing the institution’s continuing improvement efforts toward preparing classroom-ready teachers. Questions 16 and 17 requested for comments which can inform all Nebraska preparation institutions as whole for addressing school needs, and about the NTYTS survey process itself, respectively.

A list of teachers was compiled who were completing their 3rd full year of teaching in the 2017-2018 school year, regardless of where teaching had taken place previously, on a Nebraska teaching certification. These teachers were from one of the participating institution’s teacher preparation programs. 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 NTYTS is a web survey, all communication regarding the survey was done electronically via email. Pre-notification of the survey was sent out on February 12th to Human Resource staff, institutions and principals. The survey email invitation was then sent out on February 14 with subsequent email reminders sent on February 28 and March 12. The survey finally closed on March 16, approximately one 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, 1112 surveys were distributed to principals and 802 were returned, resulting in a response rate of 72%. The breakdown of response rates of principals for each institution is shown in Tables 1. 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	34	46	74%
2	College of Saint Mary	23	43	53%
3	Concordia University	22	28	79%
4	Creighton University	20	24	83%
5	Doane University	59	73	81%
6	Hastings College	22	39	56%
7	Midland University	20	29	69%
8	Nebraska Wesleyan University	35	40	88%
9	Peru State College	35	48	73%
10	Union College	1	2	50%
11	University of Nebraska at Kearney	152	207	73%
12	University of Nebraska at Lincoln	180	242	74%

	Preparation Institution	Responses (n)	Sample	Response Rate (%)
13	University of Nebraska at Omaha	115	168	68%
14	Wayne State College	78	116	67%
15	York College	6	7	86%
	Total	802	1112	72%

Results

Descriptive Statistics

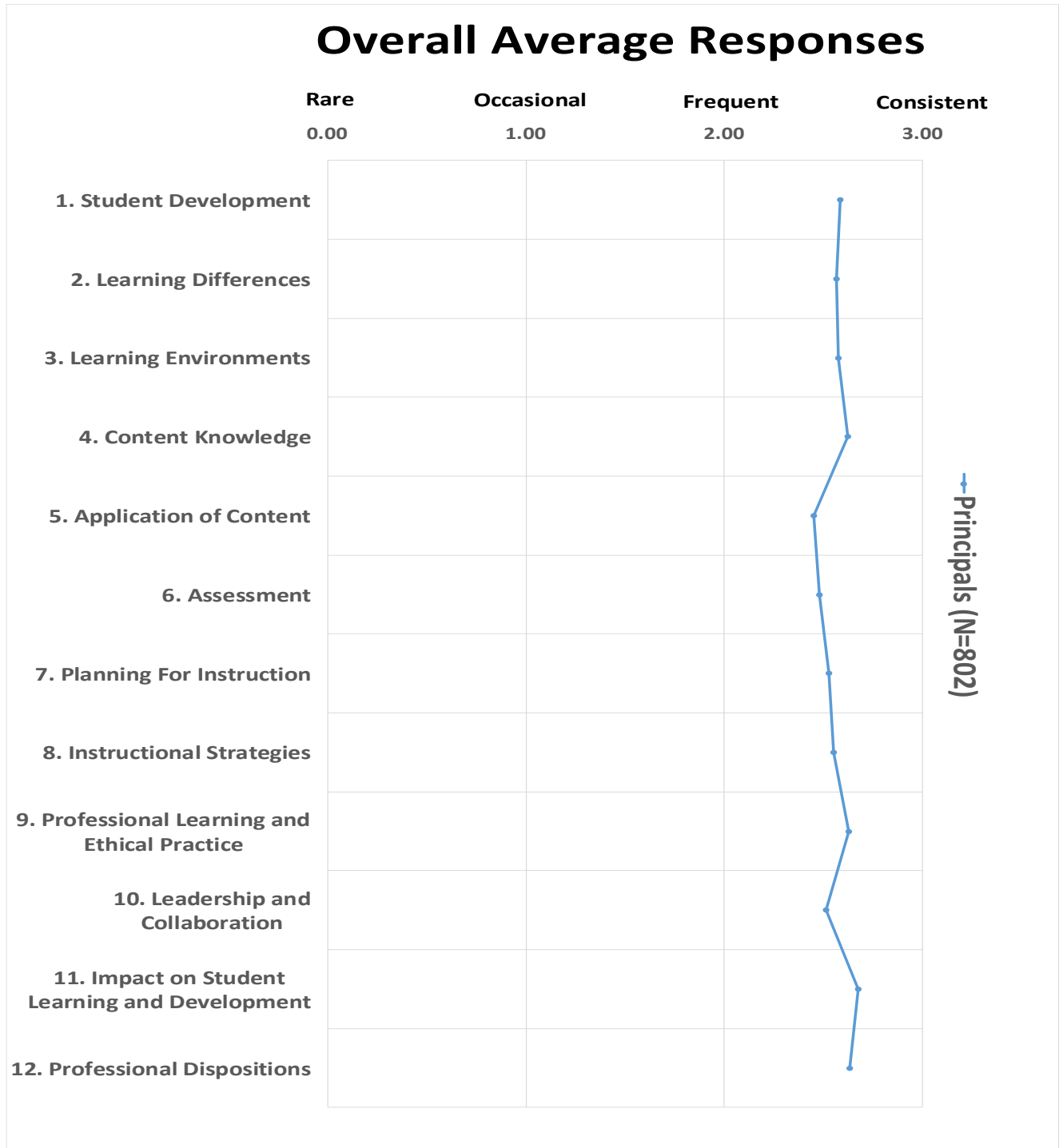
The survey results are displayed below in a number of figures. For the purpose of our analyses, the response options for principals were given a numerical value (3=Consistent, 2= Frequent, 1=Occasional, 0=Rare), summed by Indicator category, and then averaged. Each preparation institution also received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

Figure 1. Survey Indicators

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

<p>Indicator 5: Application of Content</p> <p>Standard 5.1 The teacher understands how to connect concepts across disciplines.</p> <p>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.</p>
<p>Indicator 6: Assessment</p> <p>Standard 6.1 The teacher understands multiple methods of assessment.</p> <p>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.</p>
<p>Indicator 7: Planning for Instruction</p> <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>Indicator 8: Instructional Strategies</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>Indicator 9: Professional Learning and Ethical Practice</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>Indicator 10: Leadership and Collaboration</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>Indicator 11: Impact on Student Learning and Development</p> <p>Standard 11.1 The teacher positively impacts the learning and development for all students.</p>
<p>Indicator 12: Professional Dispositions</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 principals 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 7 in the Appendix.

Figure 3. Average Responses by Endorsement Type (Principals)

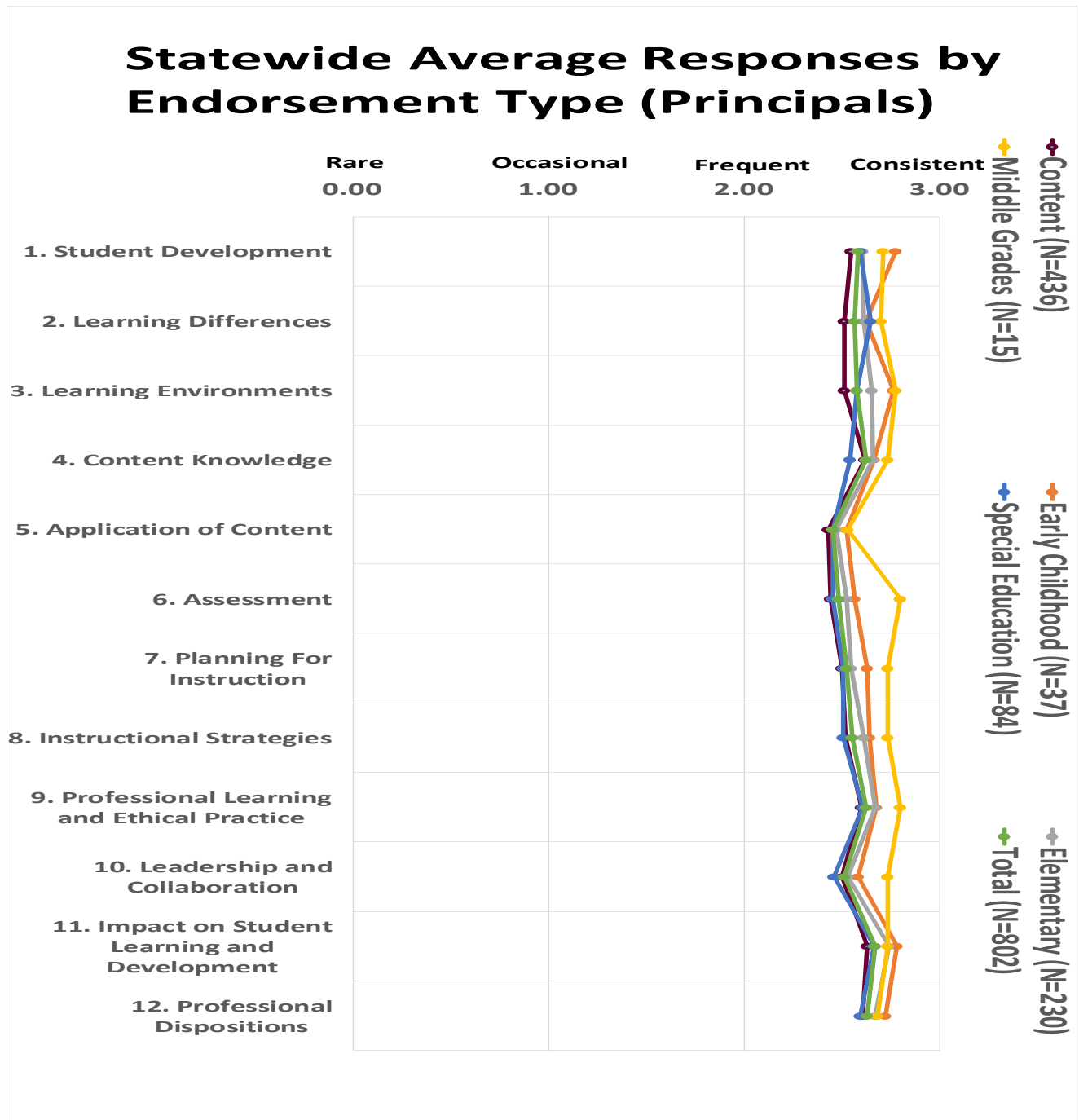
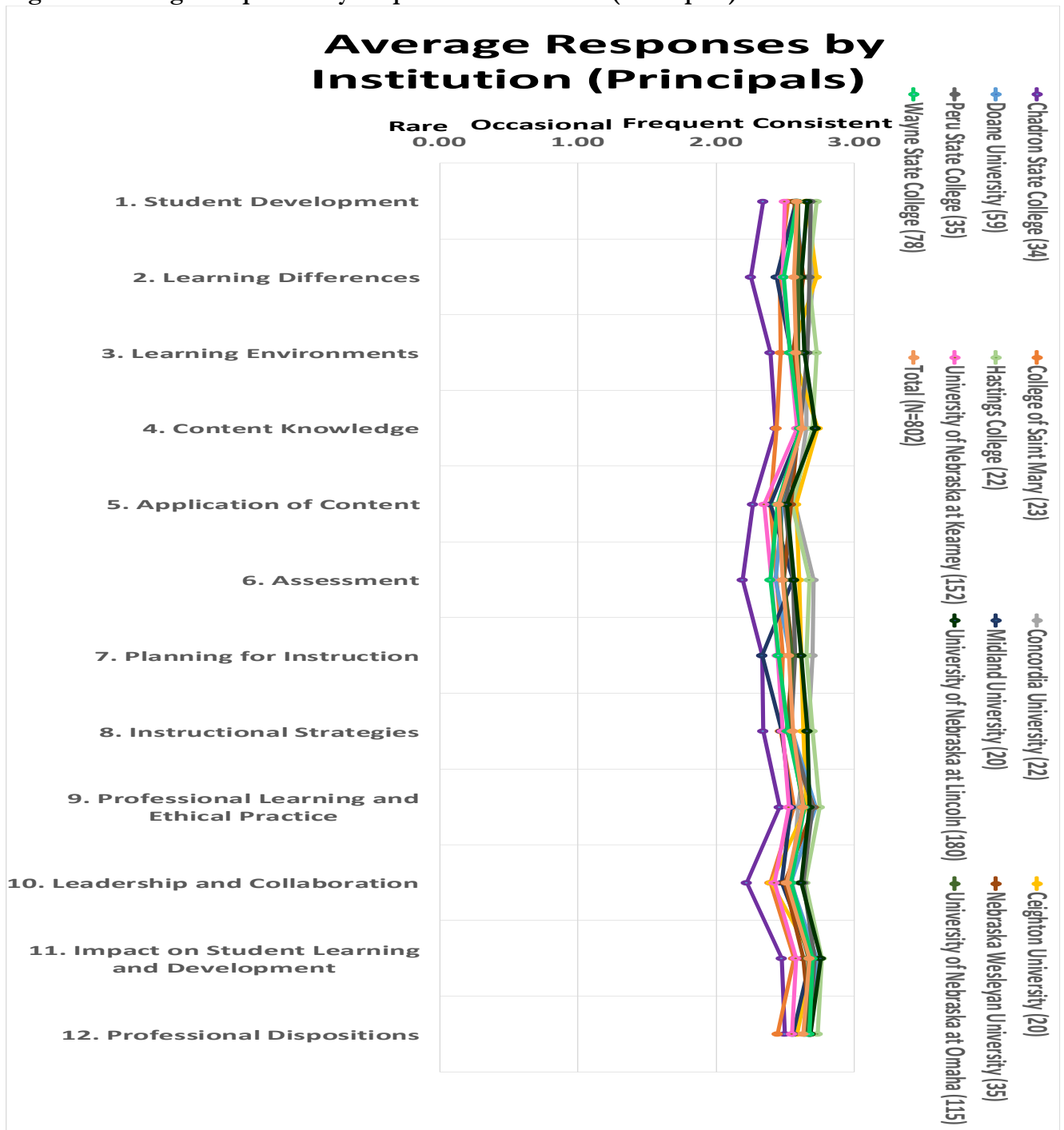


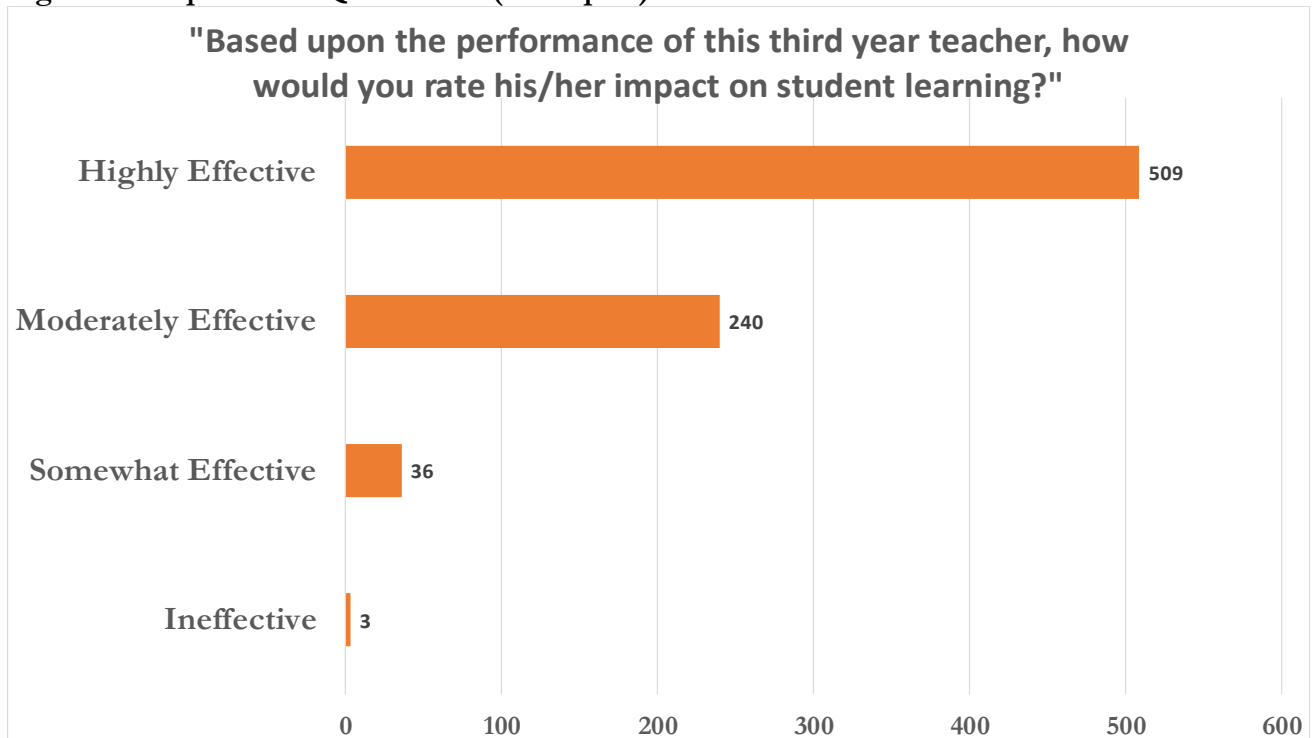
Figure 3 displays principals’ mean responses categorized into 5 endorsement types that correspond to the majority of the third year teachers’ school assignments. Third year teachers endorsed in Middle Grades obtained the highest ratings on 9 out of the 12 indicators. On the other hand, teachers with endorsements for Content received the lowest ratings on 7 of the 12 indicators. Other than Middle Grades, differences observed between each endorsement category were relatively minor, and all average ratings reflected favorable responses between 2 (“Frequent”) and 3 (“Consistent”).

Figure 4. Average Responses by Preparation Institution (Principals)



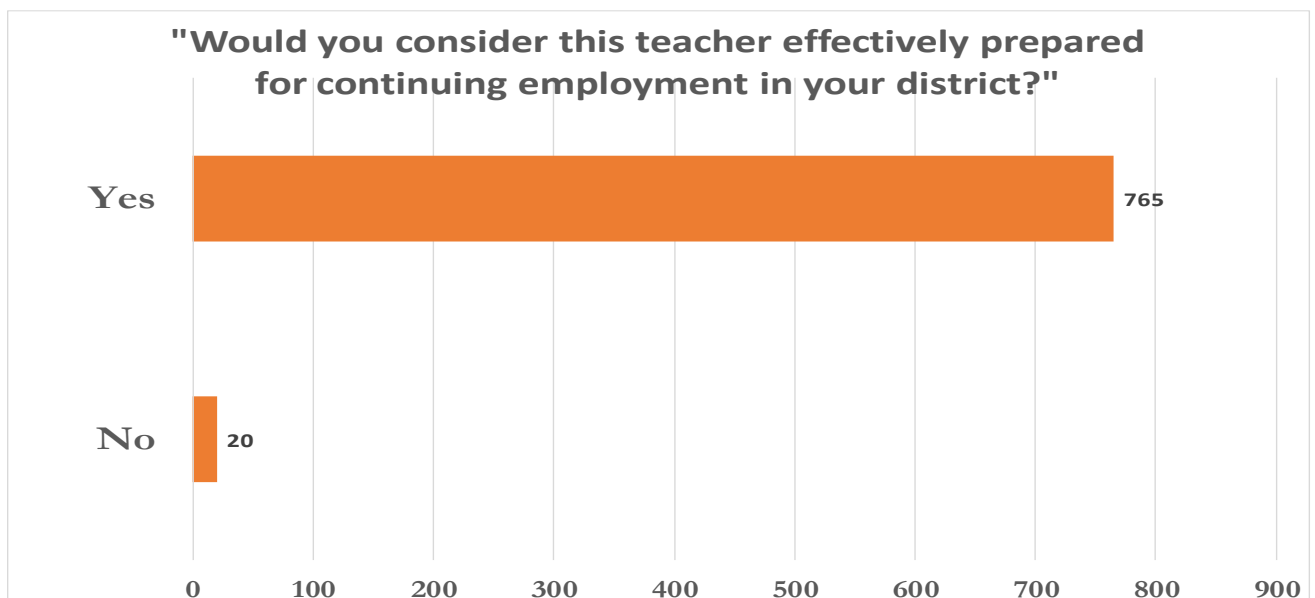
When the average responses of principals were categorized into the respective preparation institutions, most institutions show the same trend across all 12 indicators. Figure 4 reveals a significant outlier response, Chadron State College, which has the lowest mean response value on 10 indicators. Due to a small sample size issue, Union College (N = 1) and York College (N = 6) were removed from the chart. When viewing the chart as a whole, the information generally supports the notion that preparation institutions performed well in preparing third year teachers, based on principals' views.

Figure 5. Responses to Question 13 (Principals)



In Figure 5, principals were asked to evaluate third year teachers' impact on student learning. Almost 65% of all principals thought the teachers were highly effective, and 30% of them rated them as moderately effective. The results for Question 13 are also predicted by running further statistical analyses including the 12 indicators, which will be explained later.

Figure 6. Responses to Question 14 (Principals)



According to principals’ responses to third year teachers’ being effectively prepared for continuing employment, which is displayed in Figure 6, 97% of all principals responded “Yes”. Overall, responses to Question 14 reflect highly positive information for preparation institutions to receive as over 97% of principals 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	1.00											
2	0.78	1.00										
3	0.77	0.74	1.00									
4	0.79	0.72	0.73	1.00								
5	0.72	0.68	0.69	0.74	1.00							
6	0.71	0.67	0.69	0.69	0.75	1.00						
7	0.78	0.72	0.77	0.80	0.78	0.76	1.00					
8	0.76	0.69	0.76	0.78	0.75	0.78	0.82	1.00				
9	0.73	0.73	0.74	0.71	0.71	0.66	0.76	0.73	1.00			
10	0.74	0.71	0.76	0.74	0.73	0.70	0.78	0.77	0.80	1.00		
11	0.72	0.72	0.77	0.72	0.67	0.65	0.72	0.72	0.74	0.76	1.00	
12	0.76	0.73	0.80	0.74	0.67	0.65	0.75	0.74	0.82	0.79	0.80	1.00

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

For correlational relationships between the 12 indicators for principals, all values are extremely high and above 0.60. All correlation coefficients are positive, indicating that as the average response to one indicator increases, so does the average response to another indicator. There are two highest positive linear relationships within all indicators, with correlation coefficients of 0.82 (bolded in Table 3): Indicator 8 (Instructional Strategies) and Indicator 7 (Planning For Instruction), Indicator 12 (Professional Dispositions) and Indicator 9 (Professional Learning and Ethical Practice). The correlations between individual standards within each given indicator for principals are also found to be large and positive (see Table 8 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’ 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 third year.

For principals, ordinal logistic regression model was built to predict principal responses to Question 13 (“Based upon the performance of this third 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 4.

Table 4. Final Logistic Regression Model for Question 13 (Principals)

Indicator	Odds Ratio	Standard Error	p-value	95% C.I.
1. Student Development	3.00	0.28	0.00	[1.65, 5.18]
3. Learning Environments	4.81	0.27	0.00	[2.11, 8.23]
7. Planning for Instruction	3.87	0.27	0.00	[1.88, 6.55]
12. Professional Dispositions	2.45	0.27	0.00	[1.43, 4.19]

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 “Student Development”, “Learning Environments”, “Planning for Instruction”, and “Professional Dispositions”. For every 1-unit increase in the average rating of teachers by principals for Indicator 1 (Student Development), the odds of a principal’s rating of a teacher on impact on student learning increases by a factor of 3 given that the other variables in the model are constant. For Indicator 3 (Learning Environments), the odds increases by a factor of more than 4. For indicator 7, the odds increases by a factor more than 3. For indicator 12, the odds increases by a factor of more than 2. All in all, responses to these 4 indicators are most important for getting insights on teachers’ effectiveness on student learning.

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. Then 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 5. Final Logistic Regression Model for Question 14 (Principals)

Indicator	Odds Ratio	Standard Error	p-value	95% C.I.
1. Student Development	13.59	0.71	0.00	[3.62, 60.28]
3. Learning Environments	10.90	0.66	0.00	[3.22, 44.10]

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

As shown in Table 5, the model with 2 indicators was found to be the closest to the true model for predicting principals’ consideration of the third year teacher being effectively prepared for continuing employment. The 2 indicators are “Student Development”, and “Learning Environments”. The coefficients of the two indicators were statistically significant in the final model. For every 1-unit increase in the average rating of Indicator 1 (Student Development), the odds of a principal recommending a teacher for continued employment increases by more than 13 times. For Indicator 3 (Learning Environments), the odds increases by more than 10 times. Generally, responses to these 2 statistically significant indicators are very essential in understanding how likely a third year teacher will be considered for further employment in Nebraska schools.

Conclusions

This year is the pilot year for the implementation of the 2018 Nebraska Third Year Teacher Survey. Unlike the First Year Teacher survey which was administered to both principals and teacher, the NTYTS was sent to only principals.

The response rate from the principals was relatively high, indicating another year of successful pilot implementation. The responses rate of principals’ submission is 72%, which is about 8% more than the response rate from the previous year for the NFYTS.

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. 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 also show little discrepancy across preparation institutions and endorsement types. Therefore, one suggestion for the next iteration of the NTYTS 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 NTYTS. A single principal might be responsible for multiple third 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 13 times for 13 third year teachers in their building. This increases respondent burden



and can adversely affect data quality. Thus, one suggestion for next year's NTYTS is to randomly sample some third year teachers for principals with multiple third year teachers so they do not receive a survey invitation for every third year teacher in their building. Another proposal is to split the responsibility of completing the survey for each third year teacher to other school staff who also work closely with the teacher.

The results obtained from the Nebraska Third 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 third-year teachers are performing, understand what can be done to improve their effectiveness, and support preparation programs to better equip and produce high quality third-year teachers.

Appendix

Table 6. Survey Timeline

DATE	ACTIVITY	COMMENTS
February 7, 2018	Initial Email List	DRE to send APS (Adult Program Services) and DRE (Data, Research and Evaluation) email list
February 9, 2018	Final Email List	APS and DRE to prepare final email list
February 12, 2018	Pre-notice to HR/Institutional Research Staff	Pat Madsen to send pre-notice to HR/Institutional Research staff
February 12, 2018	Pre-notice	DRE to send pre-notice to principals
February 14, 2018	Email Invitation	DRE to send invitation to principals
February 14, 2018	Pre-notice to Institutions	Pat Madsen to enlist help from institutions for upcoming final reminder
Every Thursday, February 15 – March 15, 2018	Bulletin Announcement	NDE Helpdesk to include NTYTS announcement on weekly bulletin
March 5, 2018	Email Reminder	DRE to send reminder to non-respondents
March 7, 2018	Non-respondent List Preparation	DRE to send non-respondent lists to Pat Madsen
March 7, 2018	Information for Preparation Institutions	Pat Madsen to send non-respondent lists to institutions
March 12, 2018	Final Email Reminder	Institutions to send final reminder to non-respondents
March 16, 2018	Closure	DRE to close the NTYTS



Pre-notice to HR/Institutional Research Staff

Date: February 12, 2018

To: [Human Resource and Institutional Research Contacts]

Subject: Announcement of the 2018 Nebraska 3rd Year Teacher Survey

Attachment: 2018 Nebraska 3rd Year Teacher Survey.pdf

Good morning,

The Nebraska Department of Education will, for the first time, be distributing the 2018 Nebraska 3rd Year Teacher Survey. Not to be confused with the Nebraska 1st Year Teacher Survey, the Nebraska 3rd Year Teacher Survey will be undergoing in its first pilot year of implementation this 2017-2018 school year. The Nebraska 1st Year Teacher Survey will still be conducted and will follow a timeline similar to that of last year's implementation.

Please note that since this is a pilot year for the Nebraska 3rd Year Teacher Survey, we are only requesting principals of 3rd year teachers 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 February 14, 2018 to principals.

This email is being sent to Human Resource and Institutional Research contacts within larger school systems. Please feel free to forward and share with others as appropriate. I know that you have taken opportunities to encourage principals to complete the Nebraska 1st Year Teacher Survey in the past, and NDE appreciates your continuous support this year to garner a high response rate from principals for this new Nebraska 3rd Year Teacher Survey. The institutions, as always, are eager to receive the information to support their continuing improvement efforts.

If you would like a list of the principals 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



Pre-notice to Principals

Date: February 12, 2018

To: [Principal_Email]

Subject: Announcement of the 2018 Nebraska 3rd 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 3rd Year Teacher Survey which will be sent via email to you on February 14, 2018. This survey will be sent to principals who have teachers who are completing their 3rd full year of teaching in 2017-2018, as defined by the Nebraska Department of Education. The purpose of this survey is to gather administrator perceptions regarding the effectiveness of the teacher preparation institution in preparing teachers to be continually ready and effective for the classroom.

According to our records, [Teacher_Name] is a 3rd year teacher at [School_Name]. If you believe you have received this email in error, please notify us by **February 13, 2018** at nde.research@nebraska.gov. This will allow us to direct the actual survey, which will be sent on February 14, 2018 to the appropriate administrator.

You will receive a separate email for each 3rd 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 3rd 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.

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

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

Sincerely,

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

Pat Madsen

Teacher Education Specialist

Adult Program Services

Pat.Madsen@nebraska.gov



Email Invitation to Principals

Date: February 14, 2018

To: [Principal_Email]

Subject: 2018 Nebraska 3rd 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 3rd Year Teacher Survey, for which you should have received an advance notice email on February 12, 2018. You will receive a survey invitation via email for each teacher (or certified staff member) in your building that will complete their 3rd full year of teaching in 2017-2018, **regardless of where the teaching has taken place previously**, on a Nebraska teaching certificate. The survey is designed to gather your input regarding **the extent to which you find the 3rd 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 3rd 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 certificated school principal, administrative staff, or supervisor**, or let us know by emailing nde.research@nebraska.gov.

Thank you for your time and assistance in completing the 2018 Nebraska 3rd Year Teacher Survey. The survey will close on **March 16, 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.

Thank you.



Sincerely,

Pat Madsen

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



Pre-notice to Institutions

Date: February 14, 2018

To: [Institution Contacts]

Subject: 2018 Nebraska 3rd Year Teacher Survey Released Today

Attachments: PrincipalInvite.pdf

Good morning,

I wanted to let you know that the survey for Nebraska 3rd year teachers prepared by Nebraska institutions was sent today. Please note that this year, we are requesting only principals to fill out the survey since it is in its first pilot year of implementation. Attached are the texts of the survey invitation that was sent via email.

We hope that you are able to help us send the final reminder to principals/administrators on or about March 12, 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 March 7, 2018.

As always, THANK YOU for your continued support.

Sincerely,

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

Pat Madsen

Teacher Education Specialist

Adult Program Services

Pat.Madsen@nebraska.gov



Bulletin Announcement

Date: Every Thursday, February 15 – March 15, 2018

To: [NDE Bulletin Recipients]

Subject: 2018 Nebraska 3rd Year Teacher Survey

Contact: nde.research@nebraska.gov

The school principals of Nebraska 3rd year teachers who completed their teacher preparation program at a Nebraska institution, were sent an email invitation on February 14, 2018 to complete the 2018 Nebraska 3rd Year Teacher Survey. The intent of the Nebraska 3rd 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 **March 16, 2018**.



Email Reminder to Principals

Date: March 5, 2018

To: [Principal_Email]

Subject: Reminder: 2018 Nebraska 3rd Year Teacher Survey

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

On February 14, we sent you an email invitation to participate in the 2018 Nebraska 3rd Year Teacher Survey. This survey is important as it provides Nebraska educator preparation institutions with your perceptions regarding the extent to which the 3rd 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 by this morning on March 5, 2018. 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 **March 16, 2018**, for the following 3rd 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}

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

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

Sincerely,

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

Pat Madsen

Teacher Education Specialist

Adult Program Services

Pat.Madsen@nebraska.gov

Help Request: Final Email Reminder



Date: March 7, 2018

To: [Institution Contacts]

Subject: Reminder Help: 2018 Nebraska 3rd Year Teacher Survey

Attachment: List.xls

Good morning,

Attached you will find the list of principals who have not yet responded to the 2018 Nebraska 3rd Year Teacher Survey as of the morning of March 7, 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 **XX%** response rate, and our goal is to increase that significantly!

The following is a suggestion for your email contact to the principals on **Monday, March 12, 2018**.

Subject: Final Reminder: 2018 Nebraska 3rd Year Teacher Survey

Greetings!

On February 14, 2018, you received a request from the Nebraska Department of Education (NDE) to participate in the 2018 Nebraska 3rd 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 principal, regarding the extent to which the 3rd year teacher(s) employed by your school system was effectively prepared.

According to NDE records, you have yet to respond to this survey as of the morning of March 7, 2018. I am reaching out to ask you to please consider completing the survey which will close on **Friday, March 16, 2018**.

Note: The survey is not intended to be an evaluation of the 3rd year teacher, but rather to inform continuous improvement efforts related to preparing effective educators for Nebraska schools.

If you cannot locate the email invitation from nde.research@nebraska.gov on February 14, 2018, please send an email to nde.research@nebraska.gov and it will be resent to you.

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

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

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

Table 7. Average Responses for Each Standard within an Indicator

	Principals
Standard 1.1	2.600252207
Standard 1.2	2.590391909
Standard 1.3	2.562025316
Standard 2.1	2.565605096
Standard 2.2	2.566878981
Standard 3.1	2.605562579
Standard 3.2	2.598734177
Standard 3.3	2.523447402
Standard 4.1	2.630050505
Standard 4.2	2.587121212
Standard 4.3	2.657828283
Standard 5.1	2.438685209
Standard 5.2	2.46835443
Standard 6.1	2.498103666
Standard 6.2	2.465233881
Standard 7.1	2.525252525
Standard 7.2	2.516414141
Standard 7.3	2.539823009
Standard 8.1	2.581012658
Standard 8.2	2.507594937
Standard 8.3	2.571791614
Standard 9.1	2.618204804
Standard 9.2	2.718434343
Standard 9.3	2.541772152
Standard 10.1	2.534090909
Standard 10.2	2.491139241
Standard 11.1	2.672979798
Standard 12.1	2.632575758
Standard 12.2	2.598484848
Standard 12.3	2.600253807
Standard 12.4	2.696586599

Table 8. Correlation between Standards within Each Indicator (Principals)

Indicator 1. Student Development (Principals)

Correlation Coefficient	Standard 1.1	Standard 1.2	Standard 1.3
Standard 1.1	1.00		
Standard 1.2	0.83	1.00	
Standard 1.3	0.74	0.74	1.00

Indicator 2. Learning Differences (Principals)

Correlation Coefficient	Standard 2.1	Standard 2.2
Standard 2.1	1.00	
Standard 2.2	0.72	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	0.73	1.00	
Standard 3.3	0.69	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	0.79	1.00	
Standard 4.3	0.66	0.70	1.00

Indicator 5. Application of Content (Principals)

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

Indicator 6. Assessment (Principals)

Correlation Coefficient	Standard 6.1	Standard 6.2
Standard 6.1	1.00	
Standard 6.2	0.87	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	0.75	1.00	
Standard 7.3	0.71	0.75	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	0.83	1.00	
Standard 8.3	0.59	0.57	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	0.59	1.00	
Standard 9.3	0.61	0.65	1.00

Indicator 10. Leadership and Collaboration (Principals)

Correlation Coefficient	Standard 10.1	Standard 10.2
Standard 10.1	1.00	
Standard 10.2	0.77	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	0.75	1.00		
Standard 12.3	0.74	0.82	1.00	
Standard 12.4	0.68	0.71	0.73	1.00

Figure 7. Responses to Question 13 by Preparation Institution (Principals)

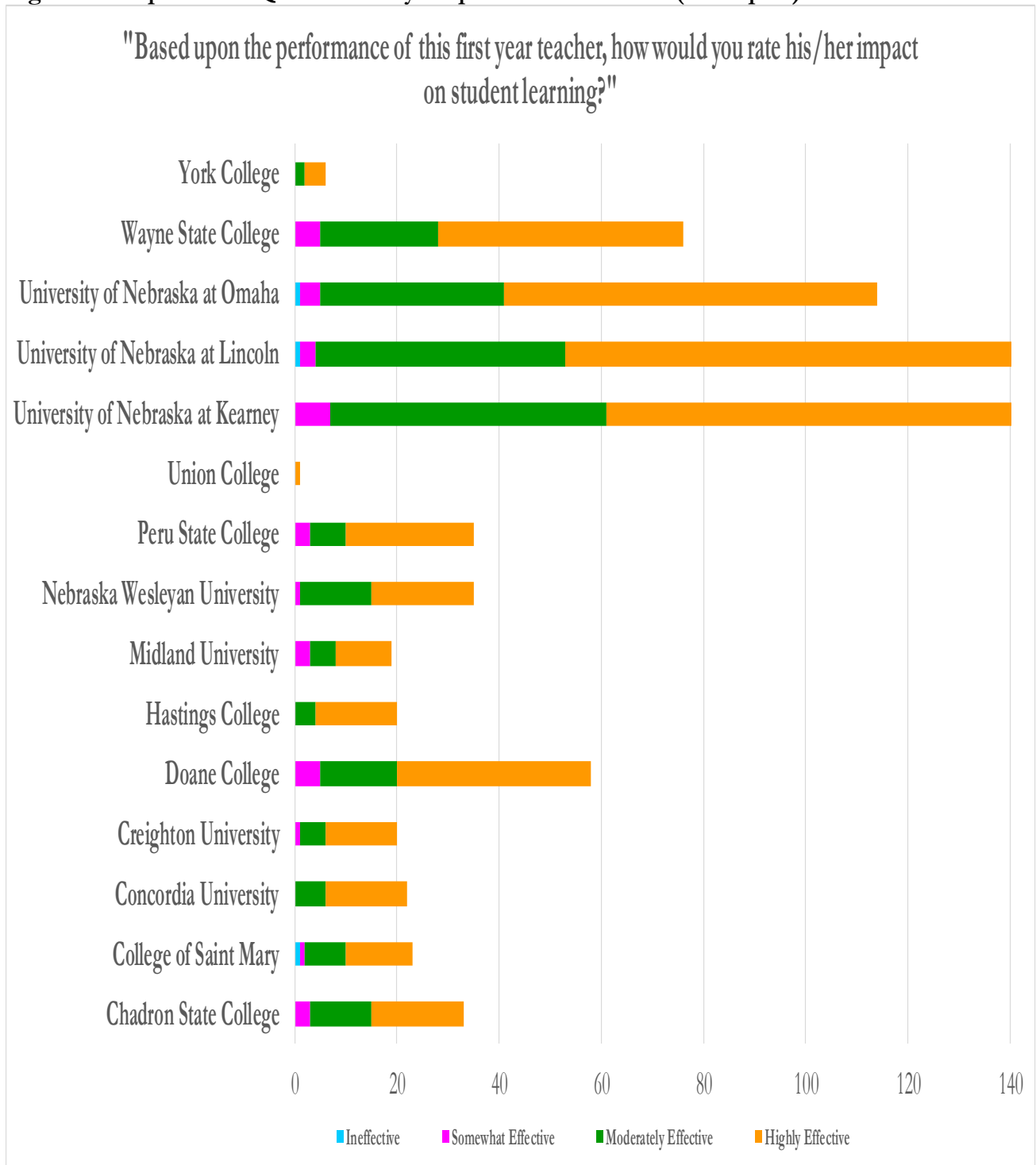


Figure 8. Responses to Question 14 by Preparation Institution (Principals)

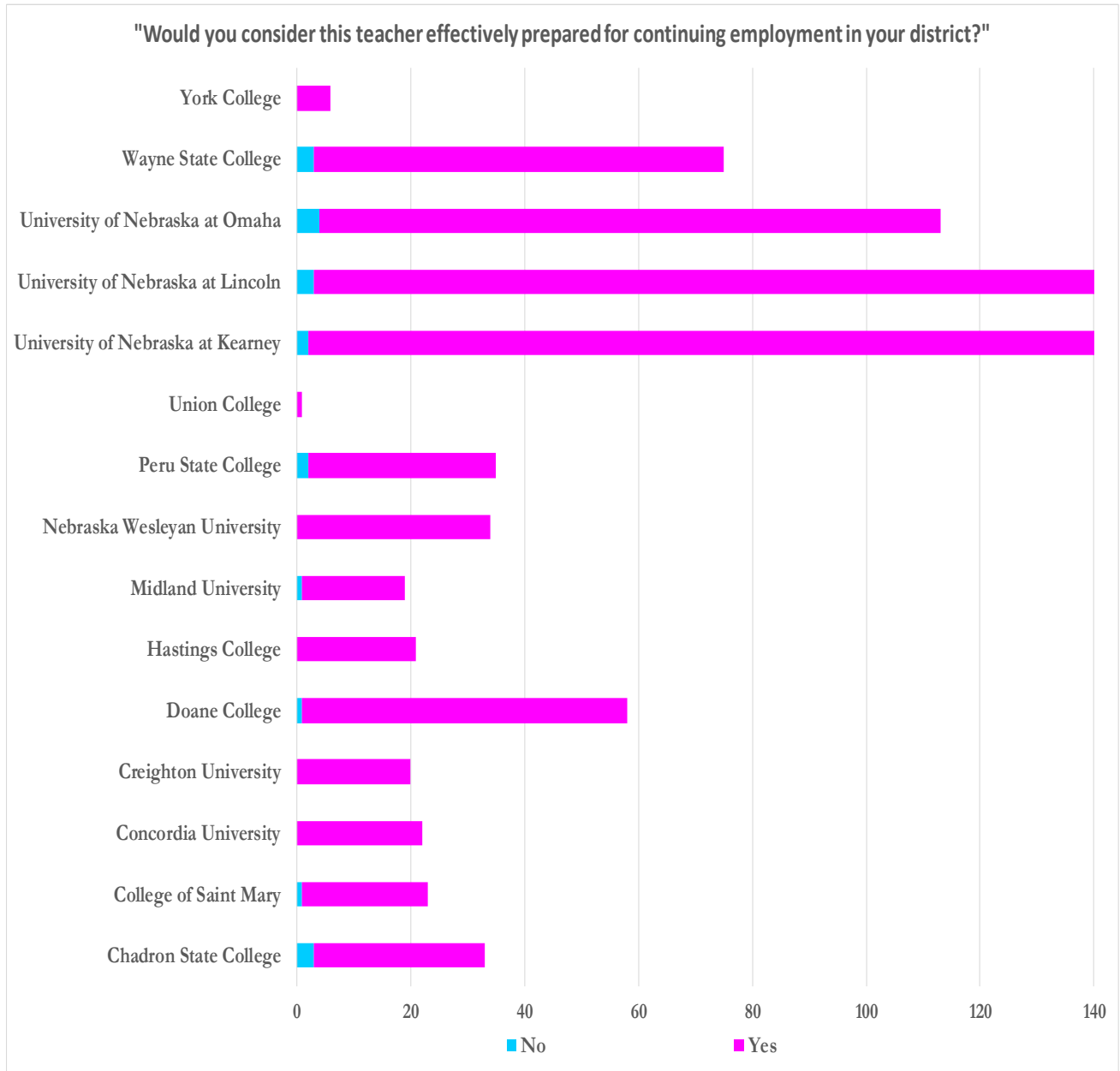


Figure 15. Survey Responses by Endorsement Type (Principals)

Statewide										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
		N	%	N	%	N	%	N	%	N
Indicator 1.1	Content Endorsements	270	62.36%	139	32.10%	24	5.54%	0	0.00%	433
	Early Childhood	32	86.49%	4	10.81%	1	2.70%	0	0.00%	37
	Elementary	147	65.63%	70	31.25%	6	2.68%	1	0.45%	224
	Middle Grades	11	73.33%	4	26.67%	0	0.00%	0	0.00%	15
	Special Education	54	64.29%	25	29.76%	5	5.95%	0	0.00%	84
	Total	514	64.82%	242	30.52%	36	4.54%	1	0.13%	793
Indicator 1.2	Content Endorsements	256	59.26%	151	34.95%	24	5.56%	1	0.23%	432
	Early Childhood	31	83.78%	5	13.51%	1	2.70%	0	0.00%	37
	Elementary	152	68.16%	62	27.80%	7	3.14%	2	0.90%	223
	Middle Grades	11	73.33%	4	26.67%	0	0.00%	0	0.00%	15
	Special Education	59	70.24%	21	25.00%	4	4.76%	0	0.00%	84
	Total	509	64.35%	243	30.72%	36	4.55%	3	0.38%	791
Indicator 1.3	Content Endorsements	263	60.88%	141	32.64%	28	6.48%	0	0.00%	432
	Early Childhood	26	70.27%	10	27.03%	1	2.70%	0	0.00%	37
	Elementary	144	64.57%	65	29.15%	12	5.38%	2	0.90%	223
	Middle Grades	11	73.33%	3	20.00%	1	6.67%	0	0.00%	15
	Special Education	54	65.06%	21	25.30%	8	9.64%	0	0.00%	83
	Total	498	63.04%	240	30.38%	50	6.33%	2	0.25%	790
Indicator 2.1	Content Endorsements	254	58.80%	141	32.64%	31	7.18%	1	0.23%	427
	Early Childhood	23	62.16%	11	29.73%	3	8.11%	0	0.00%	37
	Elementary	145	65.02%	70	31.39%	7	3.14%	1	0.45%	223
	Middle Grades	9	60.00%	6	40.00%	0	0.00%	0	0.00%	15
	Special Education	59	71.08%	23	27.71%	1	1.20%	0	0.00%	83
	Total	490	62.03%	251	31.77%	42	5.32%	2	0.25%	785
Indicator 2.2	Content Endorsements	257	59.49%	134	31.02%	34	7.87%	2	0.46%	427
	Early Childhood	27	72.97%	9	24.32%	1	2.70%	0	0.00%	37
	Elementary	149	66.82%	63	28.25%	9	4.04%	1	0.45%	222
	Middle Grades	12	80.00%	3	20.00%	0	0.00%	0	0.00%	15
	Special Education	56	67.47%	22	26.51%	6	7.23%	0	0.00%	84
	Total	501	63.42%	231	29.24%	50	6.33%	3	0.38%	785

Statewide										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
Indicator 3.1	Content Endorsements	271	62.73%	122	28.24%	35	8.10%	4	0.93%	432
	Early Childhood	33	89.19%	3	8.11%	1	2.70%	0	0.00%	37
	Elementary	166	74.44%	49	21.97%	7	3.14%	1	0.45%	223
	Middle Grades	11	73.33%	4	26.67%	0	0.00%	0	0.00%	15
	Special Education	54	65.06%	28	33.73%	1	1.20%	1	1.20%	84
	Total	535	67.72%	206	26.08%	44	5.57%	6	0.76%	791
Indicator 3.2	Content Endorsements	269	62.27%	129	29.86%	30	6.94%	3	0.69%	431
	Early Childhood	31	83.78%	5	13.51%	1	2.70%	0	0.00%	37
	Elementary	163	73.09%	47	21.08%	11	4.93%	2	0.90%	223
	Middle Grades	12	80.00%	3	20.00%	0	0.00%	0	0.00%	15
	Special Education	55	66.27%	25	30.12%	3	3.61%	1	1.20%	84
	Total	530	67.09%	209	26.46%	45	5.70%	6	0.76%	790
Indicator 3.3	Content Endorsements	256	59.53%	124	28.84%	46	10.70%	4	0.93%	430
	Early Childhood	27	72.97%	7	18.92%	2	5.41%	1	2.70%	37
	Elementary	154	69.06%	49	21.97%	17	7.62%	3	1.35%	223
	Middle Grades	12	80.00%	3	20.00%	0	0.00%	0	0.00%	15
	Special Education	52	61.90%	26	30.95%	5	5.95%	1	1.19%	84
	Total	501	63.50%	209	26.49%	70	8.87%	9	1.14%	789
Indicator 4.1	Content Endorsements	295	68.29%	120	27.78%	16	3.70%	1	0.23%	432
	Early Childhood	24	64.86%	13	35.14%	0	0.00%	0	0.00%	37
	Elementary	153	68.30%	65	29.02%	5	2.23%	1	0.45%	224
	Middle Grades	11	73.33%	4	26.67%	0	0.00%	0	0.00%	15
	Special Education	49	58.33%	27	32.14%	8	9.52%	0	0.00%	84
	Total	532	67.17%	229	28.91%	29	3.66%	2	0.25%	792
Indicator 4.2	Content Endorsements	276	63.89%	131	30.32%	23	5.32%	2	0.46%	432
	Early Childhood	28	75.68%	7	18.92%	2	5.41%	0	0.00%	37
	Elementary	145	64.73%	70	31.25%	8	3.57%	1	0.45%	224
	Middle Grades	11	73.33%	4	26.67%	0	0.00%	0	0.00%	15
	Special Education	52	61.90%	24	28.57%	8	9.52%	0	0.00%	84
	Total	512	64.65%	236	29.80%	41	5.18%	3	0.38%	792
Indicator 4.3	Content Endorsements	287	66.44%	135	31.25%	7	1.62%	3	0.69%	432
	Early Childhood	25	67.57%	11	29.73%	1	2.70%	0	0.00%	37
	Elementary	166	74.11%	54	24.11%	3	1.34%	1	0.45%	224

Statewide										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
	Middle Grades	11	73.33%	4	26.67%	0	0.00%	0	0.00%	15
	Special Education	59	70.24%	17	20.24%	8	9.52%	0	0.00%	84
	Total	548	69.19%	221	27.90%	19	2.40%	4	0.51%	792
Indicator 5.1	Content Endorsements	231	53.47%	154	35.65%	39	9.03%	7	1.62%	431
	Early Childhood	22	59.46%	12	32.43%	3	8.11%	0	0.00%	37
	Elementary	118	52.68%	88	39.29%	17	7.59%	1	0.45%	224
	Middle Grades	9	60.00%	6	40.00%	0	0.00%	0	0.00%	15
	Special Education	50	59.52%	26	30.95%	8	9.52%	0	0.00%	84
	Total	430	54.29%	286	36.11%	67	8.46%	8	1.01%	791
Indicator 5.2	Content Endorsements	243	56.51%	144	33.49%	39	9.07%	4	0.93%	430
	Early Childhood	22	59.46%	13	35.14%	2	5.41%	0	0.00%	37
	Elementary	128	57.14%	83	37.05%	11	4.91%	2	0.89%	224
	Middle Grades	8	53.33%	6	40.00%	1	6.67%	0	0.00%	15
	Special Education	46	54.76%	26	30.95%	12	14.29%	0	0.00%	84
	Total	447	56.58%	272	34.43%	65	8.23%	6	0.76%	790
Indicator 6.1	Content Endorsements	246	56.94%	144	33.33%	40	9.26%	2	0.46%	432
	Early Childhood	23	62.16%	12	32.43%	2	5.41%	0	0.00%	37
	Elementary	136	60.71%	75	33.48%	11	4.91%	2	0.89%	224
	Middle Grades	12	80.00%	3	20.00%	0	0.00%	0	0.00%	15
	Special Education	47	56.63%	27	32.53%	9	10.84%	0	0.00%	83
	Total	464	58.66%	261	33.00%	62	7.84%	4	0.51%	791
Indicator 6.2	Content Endorsements	235	54.40%	149	34.49%	44	10.19%	4	0.93%	432
	Early Childhood	23	62.16%	12	32.43%	2	5.41%	0	0.00%	37
	Elementary	130	58.04%	80	35.71%	13	5.80%	1	0.45%	224
	Middle Grades	12	80.00%	3	20.00%	0	0.00%	0	0.00%	15
	Special Education	46	55.42%	28	33.73%	9	10.84%	0	0.00%	83
	Total	446	56.38%	272	34.39%	68	8.60%	5	0.63%	791
Indicator 7.1	Content Endorsements	259	59.95%	134	31.02%	38	8.80%	1	0.23%	432
	Early Childhood	25	67.57%	11	29.73%	0	0.00%	1	2.70%	37
	Elementary	137	61.16%	75	33.48%	10	4.46%	2	0.89%	224
	Middle Grades	11	73.33%	3	20.00%	1	6.67%	0	0.00%	15
	Special Education	52	61.90%	22	26.19%	9	10.71%	1	1.19%	84
	Total	484	61.11%	245	30.93%	58	7.32%	5	0.63%	792

Statewide										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
Indicator 7.2	Content Endorsements	256	59.26%	138	31.94%	36	8.33%	2	0.46%	432
	Early Childhood	26	70.27%	9	24.32%	2	5.41%	0	0.00%	37
	Elementary	129	57.59%	85	37.95%	9	4.02%	1	0.45%	224
	Middle Grades	12	80.00%	3	20.00%	0	0.00%	0	0.00%	15
	Special Education	48	57.14%	27	32.14%	9	10.71%	0	0.00%	84
	Total	471	59.47%	262	33.08%	56	7.07%	3	0.38%	792
Indicator 7.3	Content Endorsements	253	58.70%	146	33.87%	28	6.50%	4	0.93%	431
	Early Childhood	24	64.86%	12	32.43%	1	2.70%	0	0.00%	37
	Elementary	136	60.71%	81	36.16%	6	2.68%	1	0.45%	224
	Middle Grades	11	73.33%	4	26.67%	0	0.00%	0	0.00%	15
	Special Education	53	63.10%	26	30.95%	5	5.95%	0	0.00%	84
	Total	477	60.30%	269	34.01%	40	5.06%	5	0.63%	791
Indicator 8.1	Content Endorsements	257	59.77%	142	33.02%	30	6.98%	1	0.23%	430
	Early Childhood	29	78.38%	6	16.22%	2	5.41%	0	0.00%	37
	Elementary	156	69.64%	59	26.34%	8	3.57%	1	0.45%	224
	Middle Grades	12	80.00%	3	20.00%	0	0.00%	0	0.00%	15
	Special Education	56	66.67%	21	25.00%	7	8.33%	0	0.00%	84
	Total	510	64.56%	231	29.24%	47	5.95%	2	0.25%	790
Indicator 8.2	Content Endorsements	246	57.21%	141	32.79%	43	10.00%	0	0.00%	430
	Early Childhood	26	70.27%	9	24.32%	2	5.41%	0	0.00%	37
	Elementary	139	62.05%	73	32.59%	9	4.02%	3	1.34%	224
	Middle Grades	11	73.33%	4	26.67%	0	0.00%	0	0.00%	15
	Special Education	49	58.33%	26	30.95%	8	9.52%	1	1.19%	84
	Total	471	59.62%	253	32.03%	62	7.85%	4	0.51%	790
Indicator 8.3	Content Endorsements	273	63.64%	128	29.84%	24	5.59%	4	0.93%	429
	Early Childhood	23	62.16%	11	29.73%	3	8.11%	0	0.00%	37
	Elementary	148	66.37%	68	30.49%	6	2.69%	1	0.45%	223
	Middle Grades	11	73.33%	3	20.00%	1	6.67%	0	0.00%	15
	Special Education	51	61.45%	22	26.51%	8	9.64%	2	2.41%	83
	Total	506	64.29%	232	29.48%	42	5.34%	7	0.89%	787
Indicator 9.1	Content Endorsements	278	64.50%	127	29.47%	25	5.80%	1	0.23%	431
	Early Childhood	27	72.97%	7	18.92%	2	5.41%	1	2.70%	37
	Elementary	166	74.11%	50	22.32%	6	2.68%	2	0.89%	224

Statewide										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
	Middle Grades	11	73.33%	3	20.00%	1	6.67%	0	0.00%	15
	Special Education	55	65.48%	23	27.38%	6	7.14%	0	0.00%	84
	Total	537	67.89%	210	26.55%	40	5.06%	4	0.51%	791
Indicator 9.2	Content Endorsements	310	71.76%	112	25.93%	10	2.31%	0	0.00%	432
	Early Childhood	30	81.08%	5	13.51%	2	5.41%	0	0.00%	37
	Elementary	177	79.02%	42	18.75%	4	1.79%	1	0.45%	224
	Middle Grades	13	86.67%	2	13.33%	0	0.00%	0	0.00%	15
	Special Education	61	72.62%	19	22.62%	4	4.76%	0	0.00%	84
	Total	591	74.62%	180	22.73%	20	2.53%	1	0.13%	792
Indicator 9.3	Content Endorsements	258	60.00%	139	32.33%	29	6.74%	4	0.93%	430
	Early Childhood	26	70.27%	10	27.03%	0	0.00%	1	2.70%	37
	Elementary	141	62.95%	67	29.91%	14	6.25%	2	0.89%	224
	Middle Grades	13	86.67%	2	13.33%	0	0.00%	0	0.00%	15
	Special Education	54	64.29%	23	27.38%	7	8.33%	0	0.00%	84
	Total	492	62.28%	241	30.51%	50	6.33%	7	0.89%	790
Indicator 10.1	Content Endorsements	270	62.50%	119	27.55%	43	9.95%	0	0.00%	432
	Early Childhood	23	62.16%	13	35.14%	0	0.00%	1	2.70%	37
	Elementary	144	64.29%	59	26.34%	20	8.93%	1	0.45%	224
	Middle Grades	13	86.67%	2	13.33%	0	0.00%	0	0.00%	15
	Special Education	50	59.52%	26	30.95%	6	7.14%	2	2.38%	84
	Total	500	63.13%	219	27.65%	69	8.71%	4	0.51%	792
Indicator 10.2	Content Endorsements	256	59.26%	128	29.63%	46	10.65%	2	0.46%	432
	Early Childhood	24	64.86%	12	32.43%	0	0.00%	1	2.70%	37
	Elementary	131	59.01%	75	33.78%	15	6.76%	1	0.45%	222
	Middle Grades	9	60.00%	6	40.00%	0	0.00%	0	0.00%	15
	Special Education	48	57.14%	26	30.95%	9	10.71%	1	1.19%	84
	Total	468	59.24%	247	31.27%	70	8.86%	5	0.63%	790
Indicator 11.1	Content Endorsements	294	68.06%	116	116	21	4.86%	1	0.46%	432
	Early Childhood	30	81.08%	6	6	1	2.70%	0	2.70%	37
	Elementary	173	77.23%	45	45	5	2.23%	1	0.45%	224
	Middle Grades	11	73.33%	4	4	0	0.00%	0	0.00%	15
	Special Education	62	73.81%	16	16	6	7.14%	0	1.19%	84
	Total	570	71.97%	187	187	33	4.17%	2	0.63%	792

Statewide										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
Indicator 12.1	Content Endorsements	303	70.14%	102	23.61%	22	5.09%	5	1.16%	432
	Early Childhood	31	83.78%	4	10.81%	1	2.70%	1	2.70%	37
	Elementary	160	71.43%	46	20.54%	18	8.04%	0	0.00%	224
	Middle Grades	11	73.33%	3	20.00%	1	6.67%	0	0.00%	15
	Special Education	60	71.43%	14	16.67%	10	11.90%	0	0.00%	84
	Total	565	71.34%	169	21.34%	52	6.57%	6	0.76%	792
Indicator 12.2	Content Endorsements	288	66.67%	112	25.93%	28	6.48%	4	0.93%	432
	Early Childhood	29	78.38%	6	16.22%	1	2.70%	1	2.70%	37
	Elementary	153	68.30%	56	25.00%	15	6.70%	0	0.00%	224
	Middle Grades	11	73.33%	3	20.00%	1	6.67%	0	0.00%	15
	Special Education	56	66.67%	21	25.00%	6	7.14%	1	1.19%	84
	Total	537	67.80%	198	25.00%	51	6.44%	6	0.76%	792
Indicator 12.3	Content Endorsements	280	65.12%	121	28.14%	26	6.05%	3	0.70%	430
	Early Childhood	28	77.78%	5	13.89%	3	8.33%	0	0.00%	36
	Elementary	157	70.40%	55	24.66%	10	4.48%	1	0.45%	223
	Middle Grades	12	80.00%	2	13.33%	1	6.67%	0	0.00%	15
	Special Education	52	61.90%	24	28.57%	8	9.52%	0	0.00%	84
	Total	529	67.13%	207	26.27%	48	6.09%	4	0.51%	788
Indicator 12.4	Content Endorsements	299	69.21%	116	26.85%	17	3.94%	0	0.00%	432
	Early Childhood	30	81.08%	5	13.51%	1	2.70%	1	2.70%	37
	Elementary	181	81.17%	35	15.70%	7	3.14%	0	0.00%	223
	Middle Grades	11	73.33%	3	20.00%	1	6.67%	0	0.00%	15
	Special Education	64	76.19%	14	16.67%	6	7.14%	0	0.00%	84
	Total	585	73.96%	173	21.87%	32	4.05%	1	0.13%	791