



2019 Nebraska Third Year Teacher Survey: Summary Report

March 3, 2020

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 January 30 to March 1, 2019. This year marks the second successful implementation of the survey, with the survey being sent to principals for the second time and third year teachers for the first time. Surveys were distributed to the principals of third year teachers, and to the third 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. 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 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 third 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 requested for comments about the NTYTS survey process itself.

A list of teachers was compiled who were completing their 3rd full year of teaching in the 2018-2019 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 January 28th to Human Resource staff, institutions, principals, and teachers. The survey email invitation was then sent out on January 30th with subsequent email reminders sent on February 12th, and February 25th. The survey finally closed on March 1st, 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, 680 surveys were distributed to principals and 550 were returned, resulting in a response rate of 81%. This response rate represents an impressive 9% increase from that of last year's NTYTS administration. For teachers, 680 surveys were distributed and 501 were returned, resulting in a response rate of 74%. 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	21	28	75%
2	College of Saint Mary	17	27	63%
3	Concordia University	20	27	74%
4	Creighton University	12	13	92%

	Preparation Institution	Responses (n)	Sample	Response Rate (%)
5	Doane University	40	49	82%
6	Hastings College	16	19	84%
7	Midland University	30	35	86%
8	Nebraska Wesleyan University	16	20	80%
9	Peru State College	17	21	81%
10	Union College	1	1	100%
11	University of Nebraska at Kearney	76	104	73%
12	University of Nebraska at Lincoln	124	152	82%
13	University of Nebraska at Omaha	89	101	88%
14	Wayne State College	70	81	86%
15	York College	1	2	50%
	Total	550	680	81%

Table 2. Responses for each preparation institution (Teacher)

	Preparation Institution	Responses (n)	Sample	Response Rate (%)
1	Chadron State College	19	28	68%
2	College of Saint Mary	20	27	74%
3	Concordia University	19	27	70%
4	Creighton University	8	13	62%
5	Doane University	35	49	71%
6	Hastings College	15	19	79%
7	Midland University	28	35	80%
8	Nebraska Wesleyan University	15	20	75%
9	Peru State College	13	21	62%
10	Union College	0	1	0%
11	University of Nebraska at Kearney	85	104	82%
12	University of Nebraska at Lincoln	102	152	67%
13	University of Nebraska at Omaha	79	101	78%
14	Wayne State College	61	81	75%
15	York College	2	2	100%
	Total	501	680	74%

Results

Descriptive Statistics

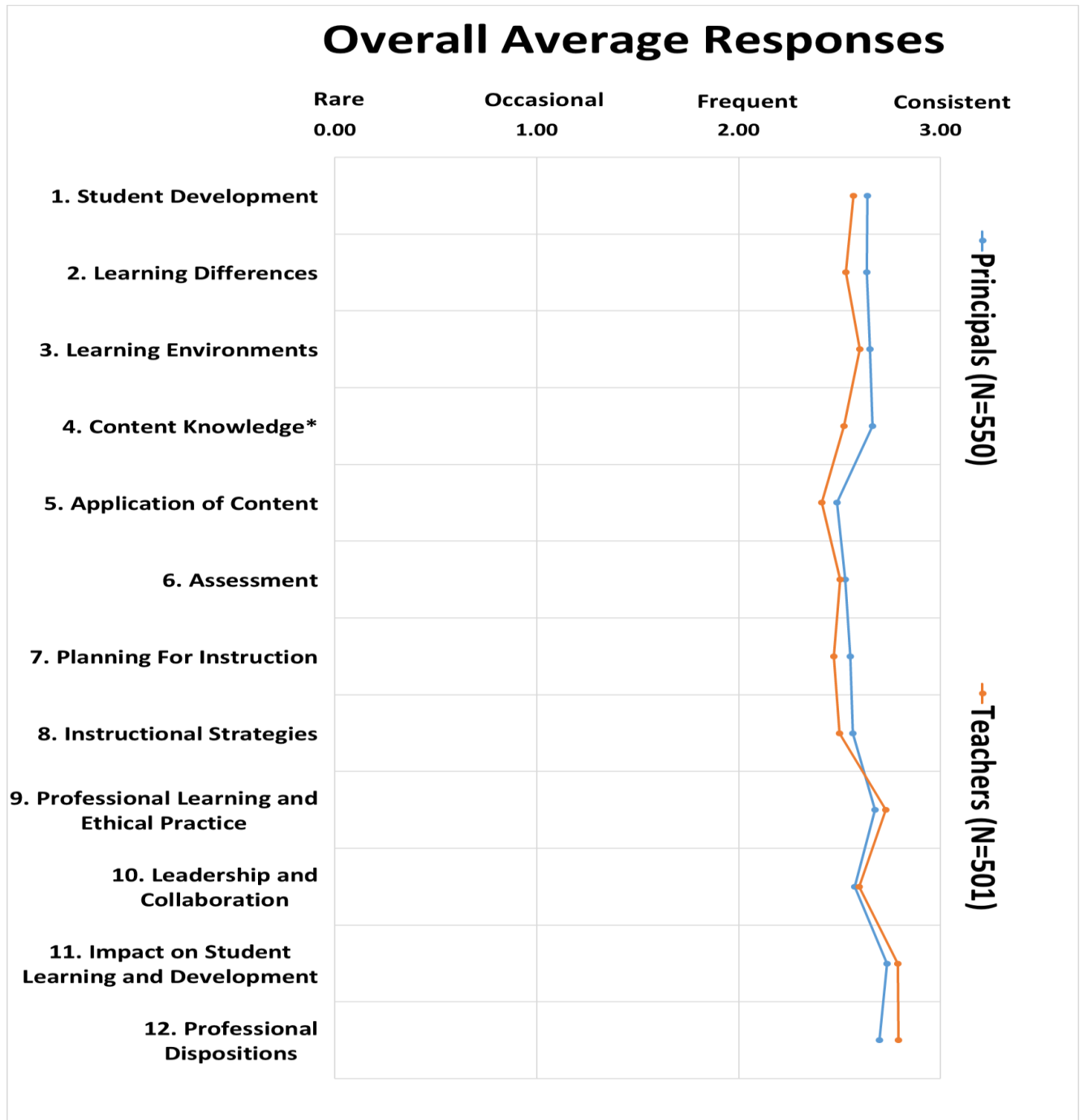
The survey results are displayed below in a number of figures. For the purpose of our analyses, the response options for both principals and teachers were given a numerical value (3=Consistent, 2=Frequent, 1=Occasional, 0=Rare), summed by Indicator category, and then averaged. Each preparation institution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

Figure 1. Survey Indicators

Indicator 1: Student Development Standard 1.1 The teacher understands how students grow and develop. Standard 1.2 The teacher recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. Standard 1.3 The teacher implements developmentally appropriate and challenging learning experiences.
Indicator 2: Learning Differences Standard 2.1 The teacher understands individual differences and diverse cultures and communities. Standard 2.2 The teacher ensures inclusive learning environments that enable each student to meet high standards.
Indicator 3: Learning Environments Standard 3.1 The teacher works with others to create environments that support individual and collaborative learning. Standard 3.2 The teacher creates environments that encourage positive social interaction, active engagement in learning, and self-motivation. Standard 3.3 The teacher manages student behavior to promote a positive learning environment.
Indicator 4: Content Knowledge Standard 4.1 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches. Standard 4.2 The teacher creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of content. Standard 4.3 The teacher integrates Nebraska Content Indicators and/or professional Indicators within instruction.
Indicator 5: Application of Content Standard 5.1 The teacher understands how to connect concepts across disciplines. Standard 5.2 The teacher uses differing perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Indicator 6: Assessment Standard 6.1 The teacher understands multiple methods of assessment. Standard 6.2 The teacher uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the teacher's and student's decision making.
Indicator 7: Planning for Instruction

<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 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 1, 2, 4, 5, 7 and 12. For indicator 1 (Content Knowledge), 2 (Learning Differences), 4 (Content Knowledge), 5 (Application of Content) and 7 (Planning For Instruction) principals provided a higher mean rating than teachers. However, for indicator 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)

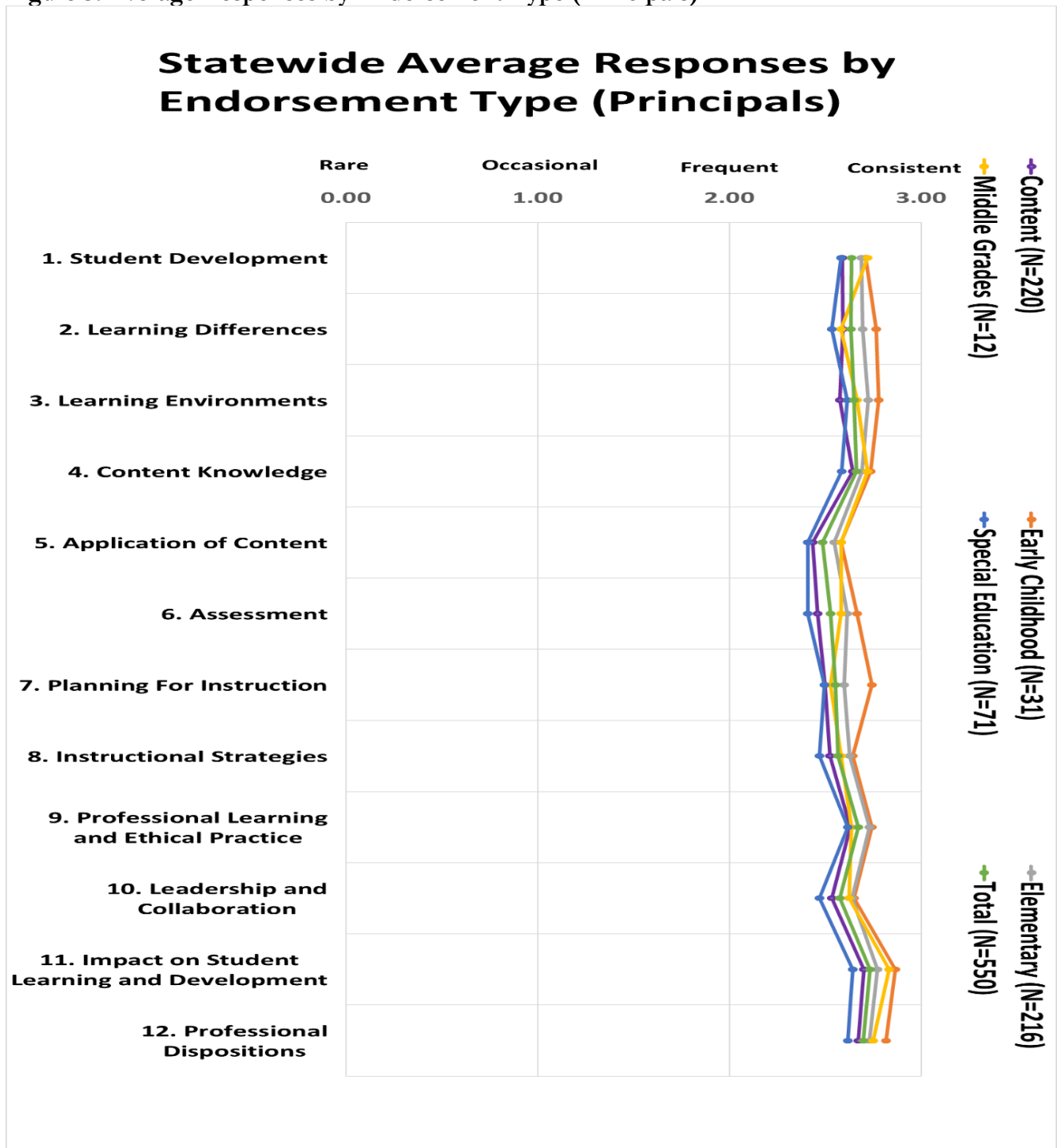


Figure 3 displays principals' mean responses categorized into 5 endorsement types that correspond to the majority of the first year teachers' school assignments. First year teachers endorsed in Early Childhood obtained the highest ratings on 10 out of the 12 indicators. On the other hand, teachers with endorsements in Content received the lowest ratings on 11 out of the 12 indicators. 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)

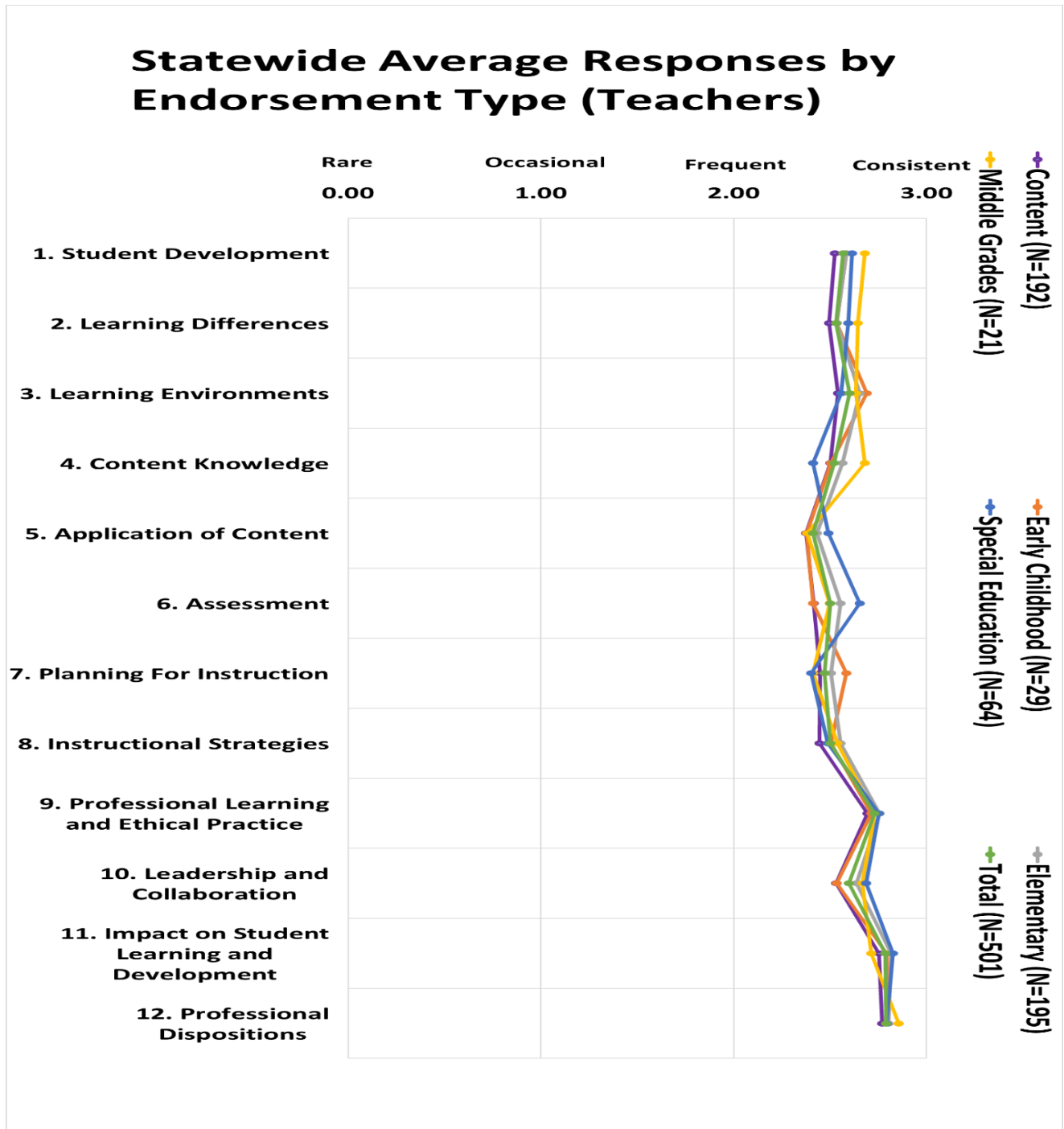
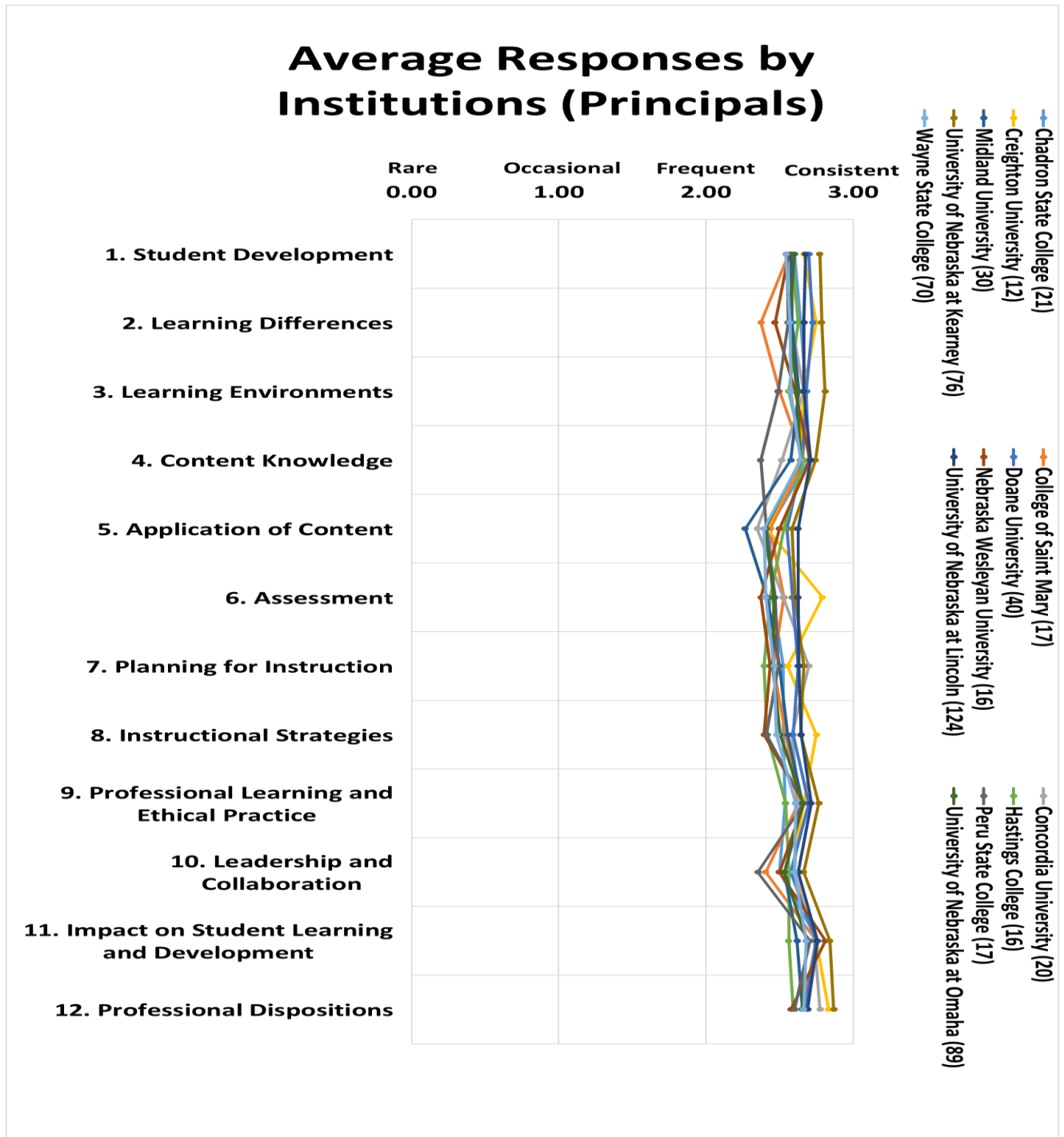


Figure 4 shows first year teachers' mean responses disaggregated by endorsement types that correspond to the majority of their school assignments. Unlike the the results found for principals in Figure 3, first year teachers with endorsements for Special Education obtained the highest ratings on 4 out of the 12 indicators. Similar to that of Principals, Content received the lowest ratings on 8 of the 12 indicators. 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 similar trend across all 12 indicators. Figure 5 shows that University of Nebraska at Kearney had the highest mean response on 8 out of the 12 indicators. Due to a small sample size issue, Union College (N = 1) and York College (N = 1) 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 third 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, York College ($N = 2$) were excluded from the chart due to extremely small sample sizes. Hastings College had the highest mean response value on 7 out of 12 indicators. Apart from this, differences observed among all other institutions were relatively minor. Overall, third year teachers thought they were prepared well by their preparation institutions.

Figure 6. Average Responses by Preparation Institution (Teachers)

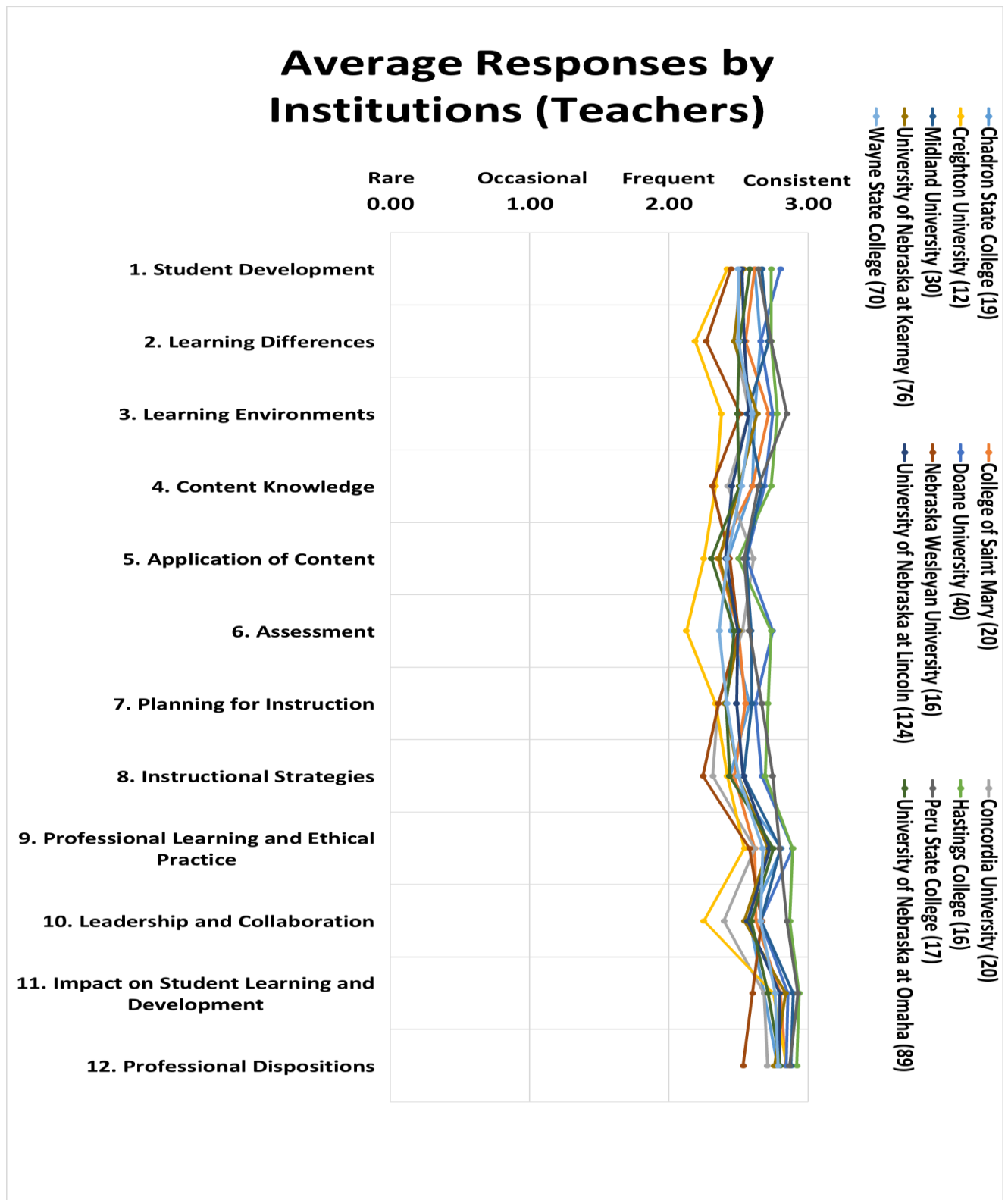


Figure 7. Responses to Question 13 (Principals)

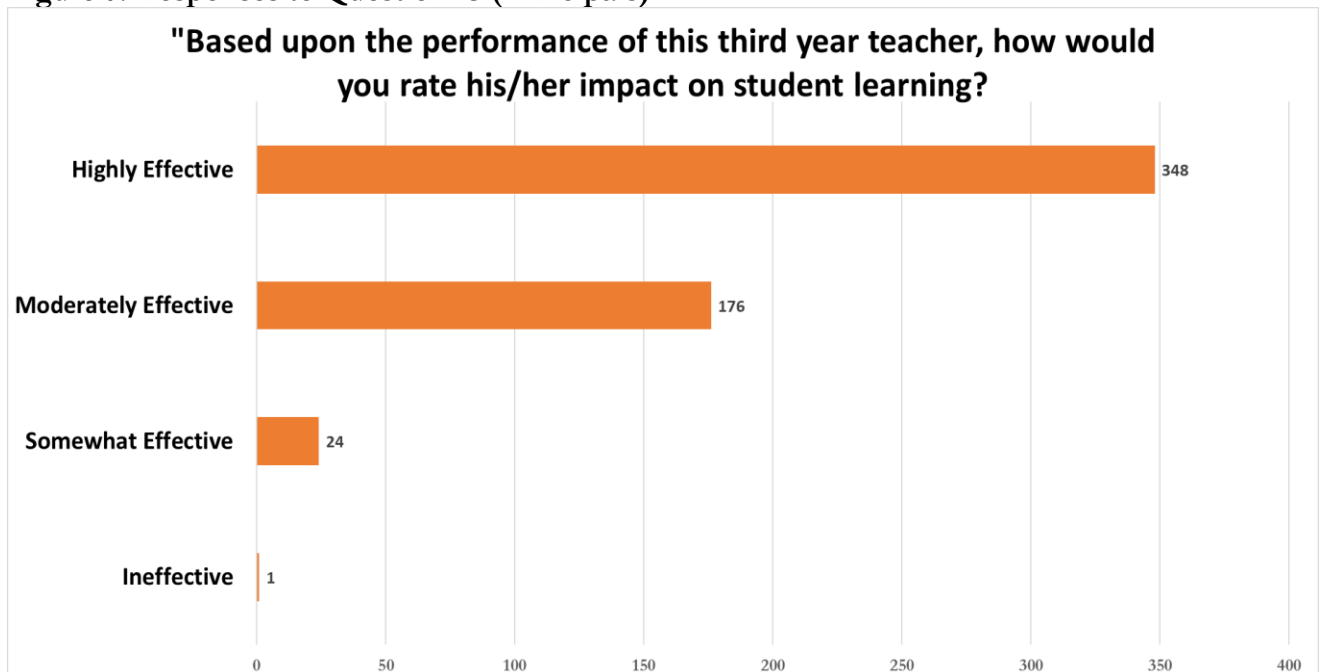
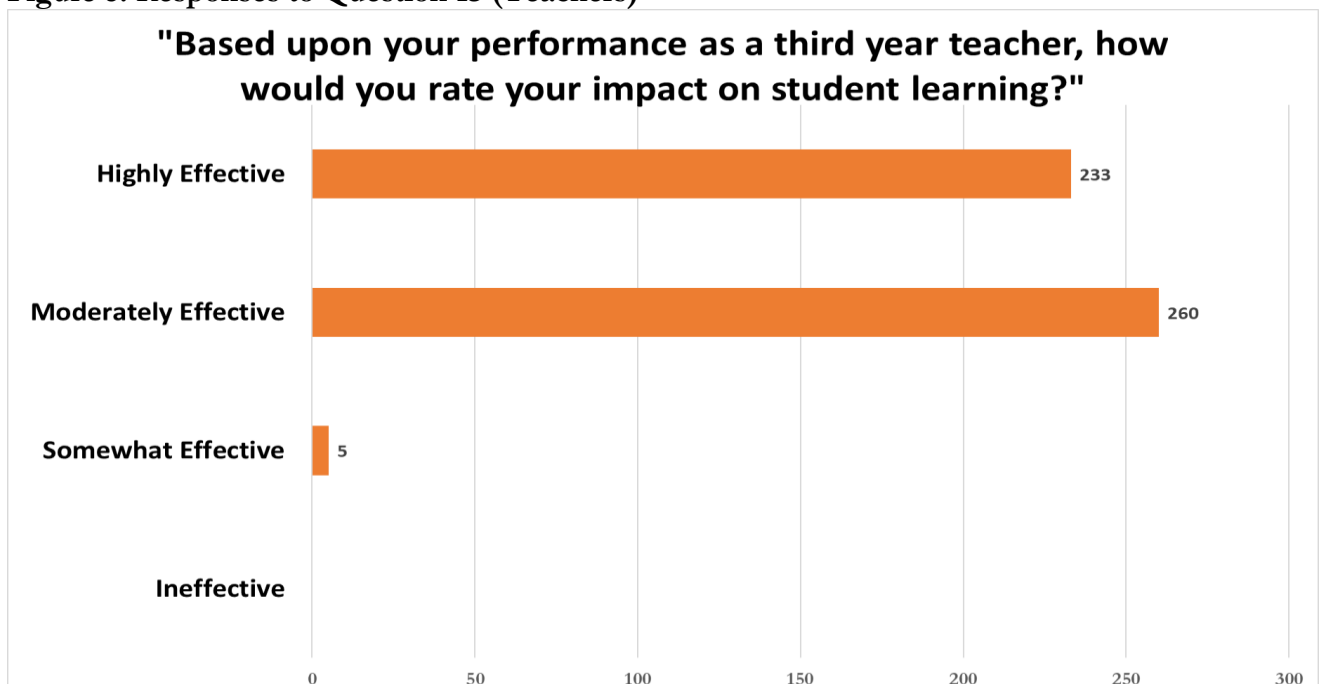


Figure 8. Responses to Question 13 (Teachers)



In Figure 7, principals were asked to evaluate third year teachers' impact on student learning. 63% of all principals thought the teachers were highly effective, and 32% of them rated them as moderately effective. In Figure 8, third year teachers were asked to give a self-evaluation on student learning. On the flipside, 52% of all third year teachers considered their impact as moderately effective, and 47% of them rated themselves as highly effective teachers. A statistically significant difference between

principals' ratings and third year teachers' ratings was detected from a chi-squared test. This difference reveals the possibility that a majority of third year teachers may have underestimated their impact on student learning.

Figure 9. Responses to Question 14 (Principals)

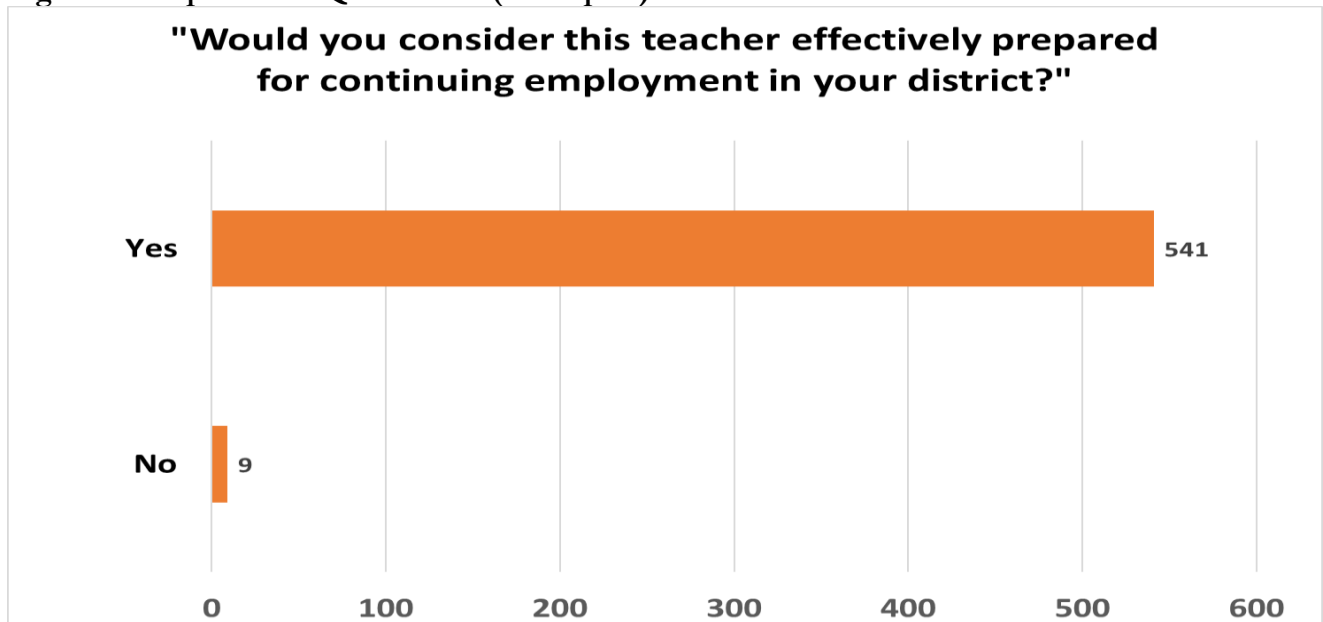
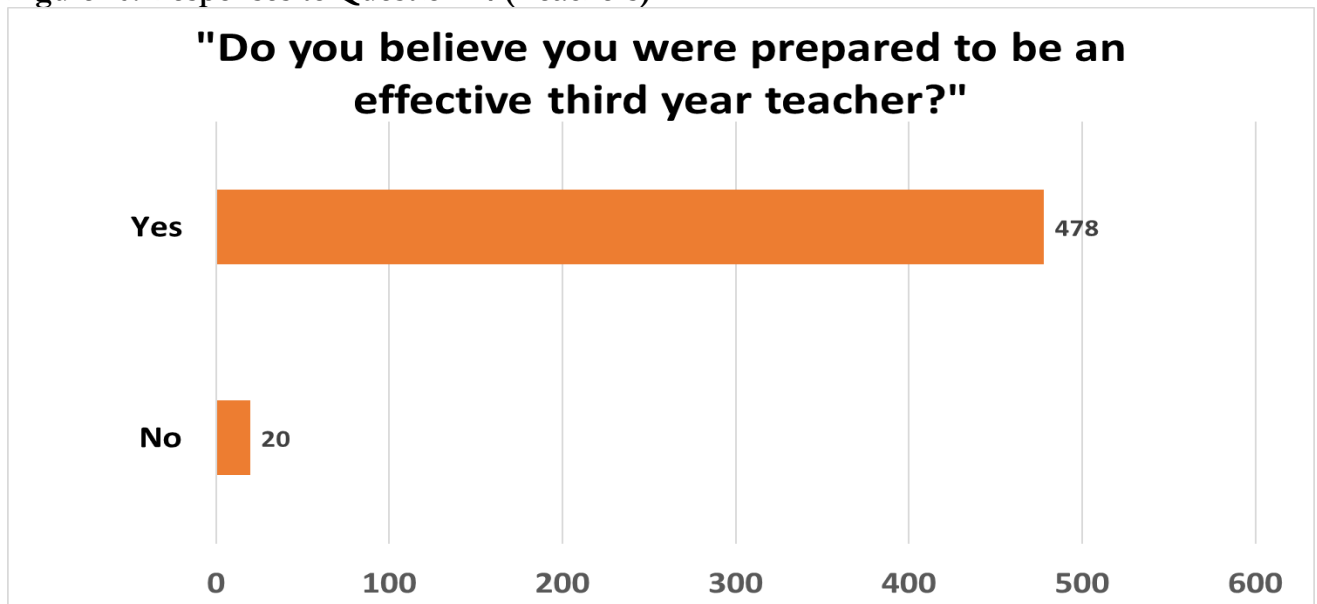


Figure 10. Responses to Question 14 (Teachers)



According to principals' responses to third year teachers' being effectively prepared for continuing employment, which is displayed in Figure 9, 98% of all principals responded "Yes". The results of third year teachers rating themselves as effectively prepared teachers are shown in Figure 10, and 96% of them are confident that they were well prepared to be an effective first year teacher. Overall,

responses to Question 14 reflect highly positive information for preparation institutions to receive as over 95% of principals and teachers believe in the effective preparation by the institutions.

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	0.82	1.00										
3	0.75	0.77	1.00									
4	0.80	0.74	0.74	1.00								
5	0.76	0.71	0.67	0.76	1.00							
6	0.72	0.67	0.62	0.71	0.76	1.00						
7	0.82	0.78	0.75	0.78	0.78	0.77	1.00					
8	0.78	0.75	0.71	0.76	0.76	0.77	0.82	1.00				
9	0.71	0.70	0.72	0.70	0.69	0.67	0.75	0.67	1.00			
10	0.73	0.71	0.74	0.71	0.71	0.67	0.77	0.73	0.76	1.00		
11	0.73	0.75	0.78	0.70	0.64	0.60	0.71	0.68	0.71	0.75	1.00	
12	0.71	0.72	0.77	0.69	0.66	0.61	0.72	0.70	0.79	0.73	0.77	1.00

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

For correlational relationships between the 12 indicators for principals, all values are extremely high with the values ranging from 0.60 to 0.82. All correlation coefficients are positive, indicating that as the average response to one indicator increases, so does the average response to another indicator. There is one highest positive linear relationships within all indicators, with correlation coefficient of 0.82 (bolded in Table 3): Indicator 1 (Student Development) and Indicator 2 (Learning Differences, Indicator 1 (Student Development) and Indicator 7 (Planning For Instruction), Indicator 7 (Planning For Instruction) and Indicator 8 (Instructional Strategies). 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	1.00											
2	0.57	1.00										

3	0.53	0.48	1.00									
4	0.59	0.46	0.54	1.00								
5	0.52	0.46	0.42	0.56	1.00							
6	0.54	0.42	0.51	0.53	0.48	1.00						
7	0.60	0.49	0.55	0.59	0.63	0.62	1.00					
8	0.57	0.49	0.57	0.58	0.55	0.61	0.70	1.00				
9	0.49	0.46	0.52	0.49	0.42	0.45	0.50	0.55	1.00			
10	0.53	0.47	0.50	0.44	0.43	0.50	0.52	0.55	0.56	1.00		
11	0.46	0.40	0.50	0.35	0.31	0.42	0.45	0.46	0.52	0.51	1.00	
12	0.47	0.43	0.55	0.46	0.37	0.37	0.49	0.49	0.68	0.53	0.62	1.00

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; values are between 0.31 and 0.68. There is one highest positive linear relationship within all indicators, with correlation coefficients of 0.68 (bolded in Table 4): Indicator 5 (Application of Content) and Indicator 7 (Planning for Instruction), Indicator 9 (Professional Learning and Ethical Practice) and Indicator 12 (Professional Dispositions). 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).

Conclusions

The 2019 Nebraska Third Year Teacher Survey is the first year that the NTYTS was sent to both third year teachers and their principals. As before, for third 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 impressive and relatively high, indicating another year of successful implementation. The response rate of principals' submission is 81%, which is about 9% higher than the response rate from the previous year while the response rate of third year teachers is 74%.

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 third 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 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 9. Survey Timeline

DATE	ACTIVITY	COMMENTS
January 23, 2019	Initial Email List	Russ Vogel to send APS (Adult Program Services) and DRE (Data, Research and Evaluation) email list
January 25, 2019	Final Email List	APS and DRE to prepare final email list
January 28, 2019	Pre-notice to HR/Institutional Research Staff	Pat Madsen to send pre-notice to HR/Institutional Research staff
January 28, 2019	Pre-notice	DRE to send pre-notice to principals and teachers
January 30, 2019	Email Invitation	DRE to send invitation to principals and teachers
January 30, 2019	Pre-notice to Institutions	Pat Madsen to enlist help from institutions for upcoming final reminder
Every Thursday, January 31 – February 28, 2019	Bulletin Announcement	NDE Helpdesk to include NTYTS announcement on weekly bulletin
February 11, 2019	Non-respondent List Preparation	DRE to send non-respondent lists to Pat Madsen
February 12, 2019	Information for Preparation Institutions	Pat Madsen to send non-respondent lists to institutions
February 12, 2019	Email Reminder	DRE to send reminder to non-respondents
February 25, 2019	Final Email Reminder	DRE to send reminder to non-respondents
February 25, 2019	Final Email Reminder	Institutions to send final reminder to non-respondents
March 1, 2019	Closure	DRE to close the NTYTS



Pre-notice to HR/Institutional Research Staff

Date: January 28, 2019

To: [Human Resource and Institutional Research Contacts]

Subject: Announcement of the 2019 Nebraska 3rd Year Teacher Survey

Attachment: 2019 Nebraska 3rd Year Teacher Survey.pdf

Good morning,

We are once again scheduled to distribute the 2019 Nebraska 3rd Year Teacher Survey, now in its second year of statewide distribution. We were extremely pleased with the approximately 72% response rate for principals last year, and continue to appreciate your support in this endeavor!

Please note that this year, we are requesting both principals and 3rd 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 January 30, 2019 to principals and 3rd 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 3rd 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 3rd 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 third 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



Pre-notice to Principals

Date: January 28, 2019

To: [Principal_Email]

Subject: Announcement of the 2019 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 2019 Nebraska 3rd Year Teacher Survey which will be sent via email to you on January 30, 2019. This survey will be sent to principals who have teachers who are completing their 3rd full year of teaching in 2018-2019, as defined by the Nebraska Department of Education. These teachers will have obtained a regular initial teaching certificate during the 2015-2016 school year. The purpose of this survey is to gather administrator perceptions regarding the effectiveness of the teacher preparation institution in preparing 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 **January 29, 2019** at nde.research@nebraska.gov. This will allow us to direct the actual survey, which will be sent on January 30, 2019 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.

Please note that these 3rd year teachers will also receive an invitation to participate in the 2019 Nebraska 3rd Year Teacher Survey. That version of the survey is intended to gather 3rd year teacher perceptions regarding the extent to which they believe they were effectively prepared for teaching in the school system.

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

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

Sincerely,

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



Pre-notice to Teachers

Date: January 28, 2019

To: [Teacher_Email]

Subject: Announcement of the 2019 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 2019 Nebraska 3rd Year Teacher Survey which will be sent via email to you on January 30, 2019. Our records indicate that you completed a teacher preparation program at a Nebraska institution and are completing your 3rd full year of teaching in 2018-2019. This survey will specifically be directed to 3rd year teachers who obtained a regular initial teaching certificate during the 2018-2019 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 **January 29, 2019** at nde.research@nebraska.gov. This will allow us to direct the actual survey, which will be sent on **January 30, 2019** only to third 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 3rd year teachers in their school buildings will also receive an invitation to participate in the 2019 Nebraska 3rd Year Teacher Survey. That version of the survey is intended to obtain administrator perceptions regarding the effectiveness of the teacher preparation institution in preparing teachers to be classroom-ready.

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

Sincerely,

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



Email Invitation to Principals

Date: January 30, 2019

To: [Principal_Email]

Subject: 2019 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 2019 Nebraska 3rd Year Teacher survey, for which you should have received an advance notice email on January 28, 2019. You will receive a separate survey invitation via email for each teacher in your building that will complete their 3rd full year of teaching in the 2018-2019 school year. 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 school principal/administrator or let us know by emailing nde.research@nebraska.gov.

Thank you for your time and assistance in completing the 2019 Nebraska 3rd Year Teacher Survey. The survey will close on **March 1, 2019**, so please respond at your earliest convenience. We hope you see this as a partnership opportunity to inform the institutions and NDE regarding the quality of preparation programs and candidates produced—all toward the objective of improved outcomes for Nebraska students.

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

Thank you.



Sincerely,

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



Email Invitation to Teachers

Date: January 30, 2019

To: [Teacher_Email]

Subject: 2019 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.

As a teacher completing your 3rd full year of teaching in 2018-2019 on a regular teaching certificate, NDE is requesting your participation in the 2019 Nebraska 3rd Year Teacher survey, for which you should have received an advance notice email on January 28, 2019. The survey is designed to gather your input regarding **the extent to which you believe you were effectively prepared for teaching in the school system**. Note that public reports will only use aggregated data and will not identify individual teachers. Information gained from the survey will provide invaluable help to NDE and the respective teacher preparation institutions for their continuous improvement efforts related to preparing effective educators for Nebraska schools.

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

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

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

Thank you for your time and assistance in completing the 2019 Nebraska 3rd Year Teacher Survey. The survey will close on **March 1, 2019**, so please respond at your earliest convenience. We hope you see this as a partnership opportunity to inform the institutions and NDE regarding the quality of preparation programs and candidates produced—all toward the objective of improved outcomes for Nebraska students.

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

Thank you.

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

Pre-notice to Institutions



Date: January 30, 2019

To: [Institution Contacts]

Subject: 2019 Nebraska 3rd Year Teacher Survey Released Today

Attachments: PrincipallInvite.pdf, TeacherInvite.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 both principals and 3rd year teachers themselves to fill out the survey. Attached are the texts of the survey invitation that was sent via email to principals and 3rd year teachers.

We hope that, as in previous years, you are able to help us send the final reminder to principals/administrators and 3rd year teachers (associated with your institution) on or about February 25, 2019. 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 February 21, 2019.

As always, THANK YOU for your continued support.

Sincerely,

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



Bulletin Announcement

Date: Every Thursday, January 31 – February 28, 2019

To: [NDE Bulletin Recipients]

Subject: 2019 Nebraska 3rd Year Teacher Survey

Contact: nde.research@nebraska.gov

Nebraska 3rd year teachers who completed their teacher preparation program at a Nebraska institution, and school principals of these 3rd year teachers, were sent an email invitation on January 30, 2019 to complete the 2019 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 1, 2019**.



Email Reminder to Principals

Date: February 19, 2019

To: [Principal_Email]

Subject: Reminder: 2019 Nebraska 3rd Year Teacher Survey

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

On January 30, we sent you an email invitation to participate in the 2019 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. 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 1, 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.

Sincerely,

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



Email Reminder to Teachers

Date: February 19, 2019

To: [Teacher_Email]

Subject: Reminder: 2019 Nebraska 3rd Year Teacher Survey

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

On January 30, we sent you an email invitation to participate in the 2019 Nebraska 3rd 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 **March 1, 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.

Sincerely,

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



Help Request: Final Email Reminder

Date: February 12, 2019

To: [Institution Contacts]

Subject: Reminder Help: 2019 Nebraska 3rd Year Teacher Survey

Attachment: List.xls

Good morning,

Attached you will find the list of principals and 3rd year teachers who have not yet responded to the 2019 Nebraska 3rd Year Teacher Survey as of February 12, 2019. 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 3rd year teachers on **Monday, February 25, 2019.**

Subject: Final Reminder: 2019 Nebraska 3rd Year Teacher Survey

Greetings!

On January 30, 2019, you received a request from the Nebraska Department of Education (NDE) to participate in the 2019 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:

- 1) Principal, regarding the extent to which the 3rd year teacher(s) employed by your school system was effectively prepared; or
- 2) 3rd 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, March 1, 2019.**

Note to principals: 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 January 30, 2019, please send an email to nde.research@nebraska.gov and it will be resent to you.

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

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

Table 10. Average Responses for Each Standard within an Indicator

	Principals	Teachers
Standard 1.1	2.6807	2.6253
Standard 1.2	2.6385	2.6012
Standard 1.3	2.5938	2.4839
Standard 2.1	2.6342	2.5565
Standard 2.2	2.6354	2.5060
Standard 3.1	2.6703	2.6640
Standard 3.2	2.6844	2.6714
Standard 3.3	2.6018	2.4648
Standard 4.1	2.6478	2.5671
Standard 4.2	2.6415	2.4669
Standard 4.3	2.6971	2.5351
Standard 5.1	2.5092	2.4489
Standard 5.2	2.4697	2.3755
Standard 6.1	2.5633	2.5273
Standard 6.2	2.4954	2.4757
Standard 7.1	2.5411	2.4168
Standard 7.2	2.5484	2.4748
Standard 7.3	2.5706	2.5231
Standard 8.1	2.6040	2.6028
Standard 8.2	2.5156	2.5131
Standard 8.3	2.5766	2.3851
Standard 9.1	2.6369	2.6974
Standard 9.2	2.7828	2.8297
Standard 9.3	2.6018	2.6613
Standard 10.1	2.5912	2.6667
Standard 10.2	2.5586	2.5292
Standard 11.1	2.7348	2.7879
Standard 12.1	2.7093	2.7816
Standard 12.2	2.6782	2.7430
Standard 12.3	2.6697	2.7916
Standard 12.4	2.7372	2.8477

Table 11. T-test Results of Indicators

Indicator	t-value (p-value)
1. Student Development	2.237 (0.025)
2. Learning Differences	3.149 (0.002)
3. Learning Environments	1.725 (0.085)
4. Content Knowledge	4.659 (0.000)
5. Application of Content	2.076 (0.038)
6. Assessment	0.704 (0.481)
7. Planning for Instruction	2.391 (0.017)
8. Instructional Strategies	1.890 (0.059)
9. Professional Learning and Ethical Practice	-1.986 (0.047)
10. Leadership and Collaboration	-0.661 (0.509)
11. Impact on Student Learning and Development	-1.835 (0.067)
12. Professional Dispositions	-3.418 (0.001)

Table 12. 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	0.80	1.00	
Standard 1.3	0.75	0.72	1.00

Indicator 2. Learning Differences (Principals)

Correlation Coefficient	Standard 2.1	Standard 2.2
Standard 2.1	1.00	
Standard 2.2	0.75	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	0.67	1.00	
Standard 3.3	0.62	0.73	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	0.75	1.00	
Standard 4.3	0.66	0.62	1.00

Indicator 5. Application of Content (Principals)

Correlation Coefficient	Standard 5.1	Standard 5.2
Standard 5.1	1.00	
Standard 5.2	0.74	1.00

Indicator 6. Assessment (Principals)

Correlation Coefficient	Standard 6.1	Standard 6.2
Standard 6.1	1.00	
Standard 6.2	0.85	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	0.76	1.00	
Standard 7.3	0.77	0.78	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	0.84	1.00	
Standard 8.3	0.70	0.68	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	0.63	1.00	
Standard 9.3	0.68	0.70	1.00

Indicator 10. Leadership and Collaboration (Principals)

Correlation Coefficient	Standard 10.1	Standard 10.2
Standard 10.1	1.00	
Standard 10.2	0.75	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	0.71	1.00		
Standard 12.3	0.66	0.79	1.00	
Standard 12.4	0.67	0.73	0.83	1.00

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

Indicator 1. Student Development (Teachers)

Correlation Coefficient	Standard 1.1	Standard 1.2	Standard 1.3
Standard 1.1	1.00		
Standard 1.2	0.56	1.00	
Standard 1.3	0.58	0.52	1.00

Indicator 2. Learning Differences (Teachers)

Correlation Coefficient	Standard 2.1	Standard 2.2
Standard 2.1	1.00	
Standard 2.2	0.52	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	0.54	1.00	
Standard 3.3	0.41	0.53	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	0.61	1.00	
Standard 4.3	0.51	0.47	1.00

Indicator 5. Application of Content (Teachers)

Correlation Coefficient	Standard 5.1	Standard 5.2
Standard 5.1	1.00	
Standard 5.2	0.59	1.00

Indicator 6. Assessment (Teachers)

Correlation Coefficient	Standard 6.1	Standard 6.2
Standard 6.1	1.00	
Standard 6.2	0.72	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	0.63	1.00	
Standard 7.3	0.57	0.63	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	0.43	0.47	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	0.54	1.00	
Standard 9.3	0.47	0.54	1.00

Indicator 10. Leadership and Collaboration (Teachers)

Correlation Coefficient	Standard 10.1	Standard 10.2
Standard 10.1	1.00	
Standard 10.2	0.64	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	0.68	1.00		
Standard 12.3	0.57	0.69	1.00	
Standard 12.4	0.56	0.61	0.67	1.00

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

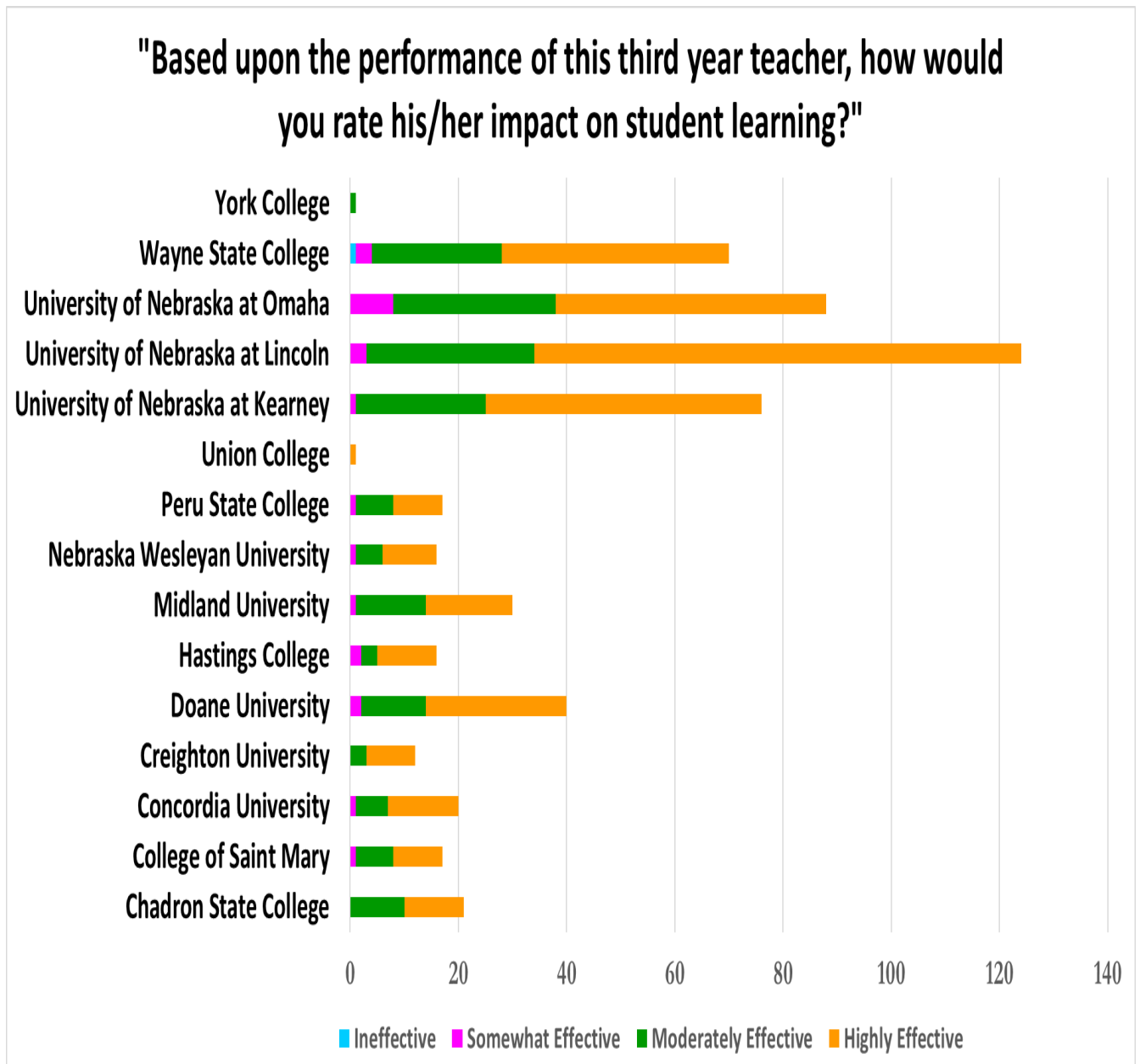


Figure 12. Responses to Question 14 by Preparation Institution (Principals)

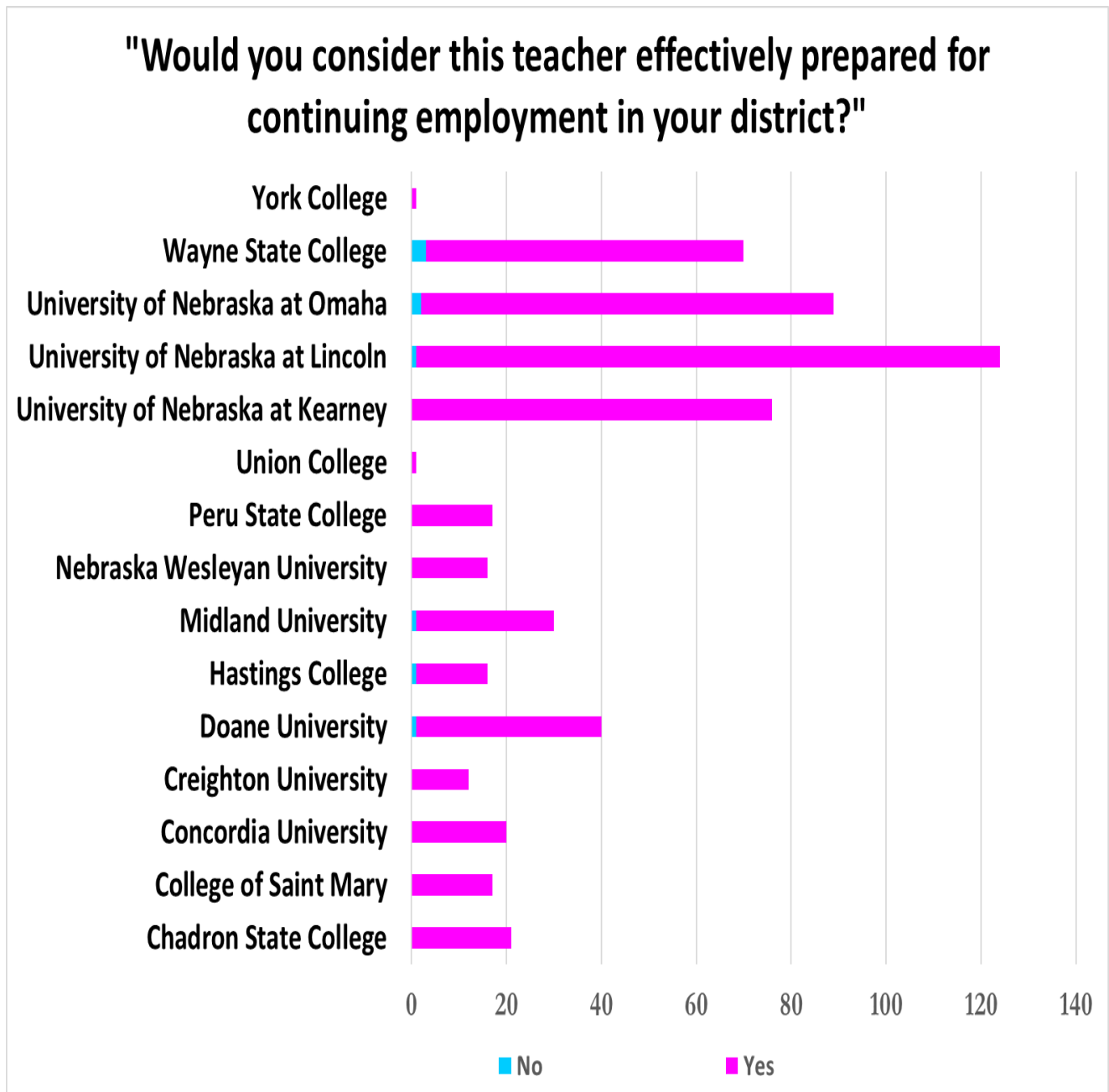


Figure 13. Responses to Question 13 by Preparation Institution (Teachers)

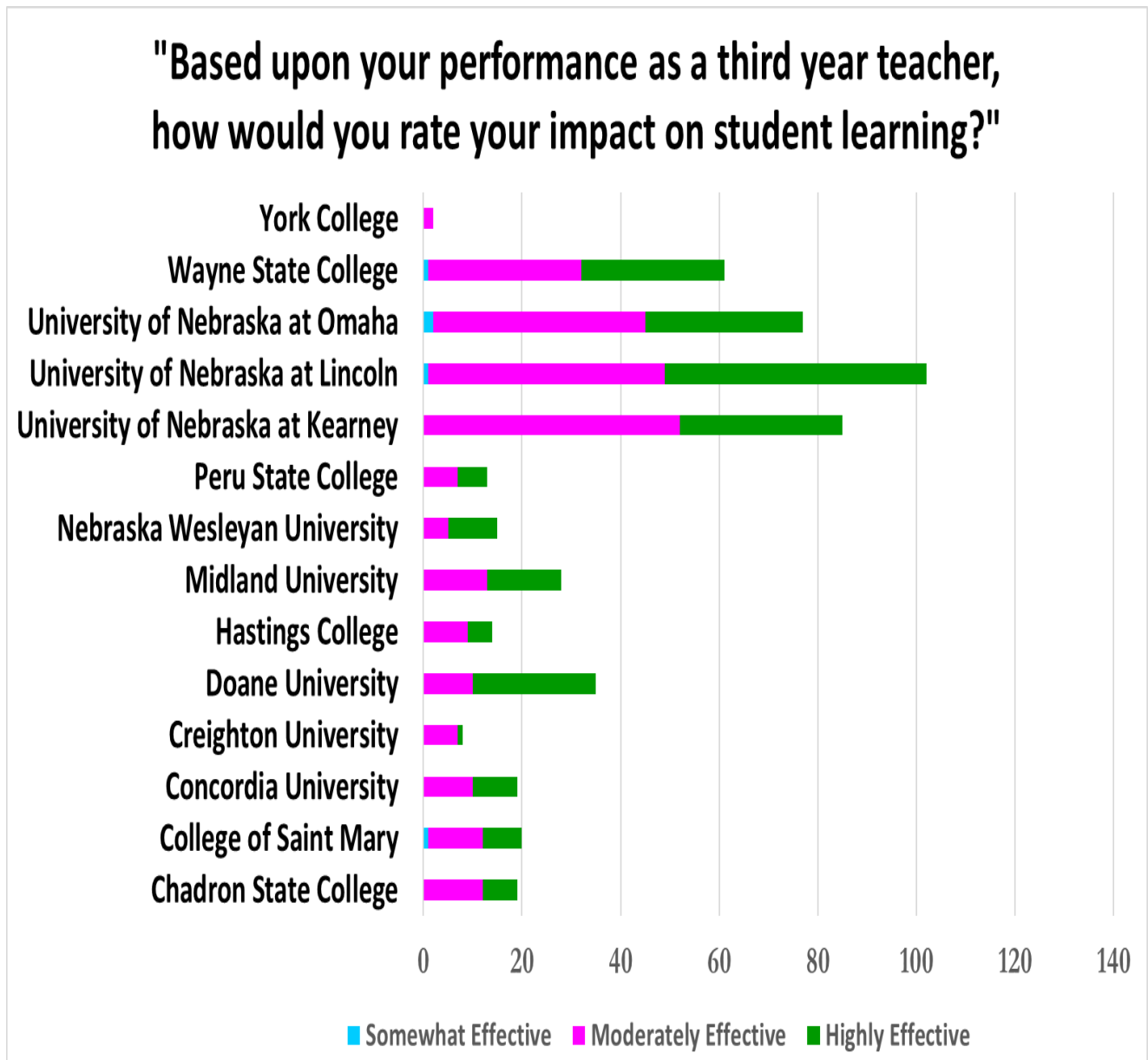


Figure 14. Responses to Question 14 by Preparation Institution (Teachers)

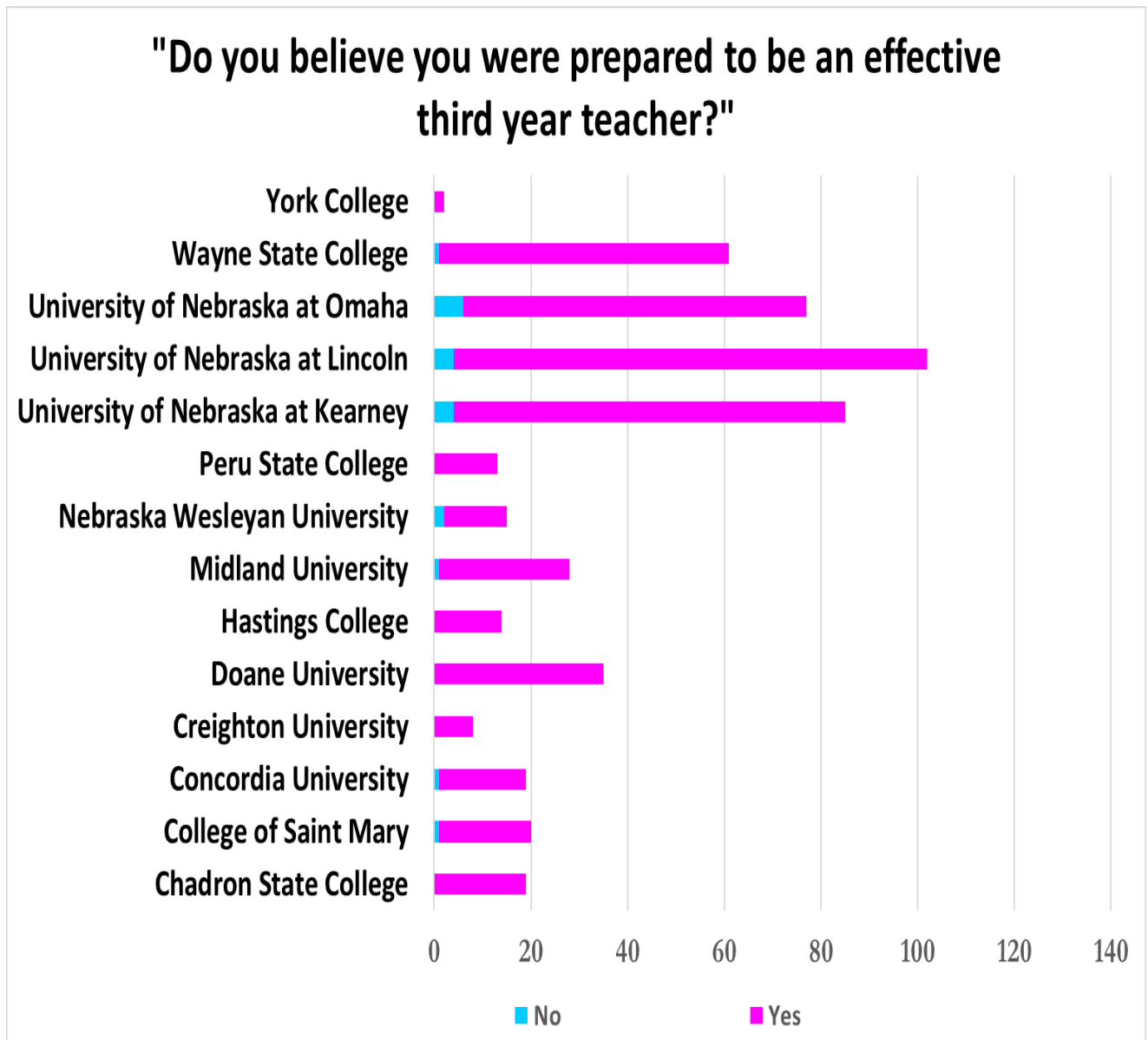


Figure 15. Survey Responses by Endorsement Type (Principals)

Statewide (Principals)										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
		N	%	N	%	N	%	N	%	N
Indicator 1.1	Content Endorsements	146	67	64	29	8	4	0	0	218
	Early Childhood	23	77	7	23	0	0	0	0	30
	Elementary	163	76	48	22	3	1	0	0	214
	Middle Grades	9	75	3	25	0	0	0	0	12
	Special Education	46	65	20	28	5	7	0	0	71
	Total	387	71	142	26	16	3	0	0	545
Indicator 1.2	Content Endorsements	137	63	73	33	8	4	1	0	219
	Early Childhood	23	77	7	23	0	0	0	0	30
	Elementary	152	71	53	25	8	4	0	0	213
	Middle Grades	9	75	3	25	0	0	0	0	12
	Special Education	50	70	16	23	5	7	0	0	71
	Total	371	68	152	28	21	4	1	0	545
Indicator 1.3	Content Endorsements	141	64	61	28	16	7	1	0	219
	Early Childhood	19	63	10	33	1	3	0	0	30
	Elementary	149	70	52	24	12	6	0	0	213
	Middle Grades	9	75	2	17	1	8	0	0	12
	Special Education	47	67	15	21	6	9	2	3	70
	Total	365	67	140	26	36	7	3	1	544
Indicator 2.1	Content Endorsements	140	64	66	30	12	5	1	0	219
	Early Childhood	23	77	7	23	0	0	0	0	30
	Elementary	155	73	54	25	4	2	0	0	213
	Middle Grades	7	58	4	33	1	8	0	0	12
	Special Education	44	63	22	31	3	4	1	1	70
	Total	369	68	153	28	20	4	2	0	544
Indicator 2.2	Content Endorsements	148	68	58	26	11	5	2	1	219
	Early Childhood	24	80	5	17	1	3	0	0	30
	Elementary	152	72	53	25	7	3	0	0	212
	Middle Grades	8	67	4	33	0	0	0	0	12
	Special Education	45	64	19	27	3	4	3	4	70
	Total	377	69	139	26	22	4	5	1	543
Indicator 3.1	Content Endorsements	145	66	65	30	8	4	1	0	219
	Early Childhood	24	80	6	20	0	0	0	0	30

Statewide (Principals)										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
		N	%	N	%	N	%	N	%	N
	Elementary	164	77	45	21	4	2	1	0	214
	Middle Grades	8	67	4	33	0	0	0	0	12
	Special Education	50	70	12	17	9	13	0	0	71
	Total	391	72	132	24	21	4	2	0	546
Indicator 3.2	Content Endorsements	149	68	57	26	12	5	1	0	219
	Early Childhood	24	80	6	20	0	0	0	0	30
	Elementary	162	76	47	22	4	2	0	0	213
	Middle Grades	8	67	3	25	1	8	0	0	12
	Special Education	54	76	12	17	5	7	0	0	71
	Total	397	73	125	23	22	4	1	0	545
Indicator 3.3	Content Endorsements	128	59	72	33	16	7	2	1	218
	Early Childhood	22	73	8	27	0	0	0	0	30
	Elementary	156	73	50	23	8	4	0	0	214
	Middle Grades	9	75	3	25	0	0	0	0	12
	Special Education	49	69	16	23	4	6	2	3	71
	Total	364	67	149	27	28	5	4	1	545
Indicator 4.1	Content Endorsements	148	67	65	30	7	3	0	0	220
	Early Childhood	22	73	8	27	0	0	0	0	30
	Elementary	149	69	60	28	5	2	1	0	215
	Middle Grades	9	75	2	17	1	8	0	0	12
	Special Education	50	70	14	20	6	8	1	1	71
	Total	378	69	149	27	19	3	2	0	548
Indicator 4.2	Content Endorsements	149	68	58	27	11	5	0	0	218
	Early Childhood	22	76	7	24	0	0	0	0	29
	Elementary	149	70	57	27	7	3	1	0	214
	Middle Grades	9	75	2	17	1	8	0	0	12
	Special Education	47	66	19	27	4	6	1	1	71
	Total	376	69	143	26	23	4	2	0	544
Indicator 4.3	Content Endorsements	150	68	64	29	6	3	0	0	220
	Early Childhood	24	80	5	17	0	0	1	3	30
	Elementary	165	77	49	23	1	0	0	0	215
	Middle Grades	10	83	2	17	0	0	0	0	12
	Special Education	49	69	16	23	5	7	1	1	71
	Total	398	73	136	25	12	2	2	0	548

Statewide (Principals)										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
		N	%	N	%	N	%	N	%	N
Indicator 5.1	Content Endorsements	112	51	91	42	16	7	0	0	219
	Early Childhood	22	73	6	20	2	7	0	0	30
	Elementary	134	63	68	32	12	6	0	0	214
	Middle Grades	8	67	3	25	1	8	0	0	12
	Special Education	41	58	23	32	6	8	1	1	71
	Total	317	58	191	35	37	7	1	0	546
Indicator 5.2	Content Endorsements	117	53	83	38	16	7	3	1	219
	Early Childhood	17	57	11	37	2	7	0	0	30
	Elementary	129	61	69	32	15	7	0	0	213
	Middle Grades	8	67	3	25	1	8	0	0	12
	Special Education	39	55	21	30	8	11	3	4	71
	Total	310	57	187	34	42	8	6	1	545
Indicator 6.1	Content Endorsements	128	59	75	34	14	6	1	0	218
	Early Childhood	22	73	6	20	2	7	0	0	30
	Elementary	145	68	59	28	10	5	0	0	214
	Middle Grades	9	75	1	8	2	17	0	0	12
	Special Education	42	59	22	31	5	7	2	3	71
	Total	346	63	163	30	33	6	3	1	545
Indicator 6.2	Content Endorsements	115	53	80	37	23	11	1	0	219
	Early Childhood	21	70	8	27	1	3	0	0	30
	Elementary	142	66	58	27	14	7	0	0	214
	Middle Grades	9	75	1	8	2	17	0	0	12
	Special Education	38	54	22	31	7	10	3	4	70
	Total	325	60	169	31	47	9	4	1	545
Indicator 7.1	Content Endorsements	131	60	68	31	19	9	1	0	219
	Early Childhood	24	80	5	17	1	3	0	0	30
	Elementary	136	63	65	30	14	7	0	0	215
	Middle Grades	8	67	3	25	1	8	0	0	12
	Special Education	44	62	19	27	6	8	2	3	71
	Total	343	63	160	29	41	7	3	1	547
Indicator 7.2	Content Endorsements	125	57	75	34	19	9	0	0	219
	Early Childhood	21	70	9	30	0	0	0	0	30
	Elementary	144	67	60	28	11	5	0	0	215
	Middle Grades	7	58	3	25	2	17	0	0	12

Statewide (Principals)										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
		N	%	N	%	N	%	N	%	N
	Special Education	44	62	19	27	7	10	1	1	71
	Total	341	62	166	30	39	7	1	0	547
Indicator 7.3	Content Endorsements	124	57	85	39	9	4	1	0	219
	Early Childhood	23	79	5	17	1	3	0	0	29
	Elementary	144	67	58	27	12	6	0	0	214
	Middle Grades	7	58	5	42	0	0	0	0	12
	Special Education	47	66	15	21	8	11	1	1	71
	Total	345	63	168	31	30	6	2	0	545
Indicator 8.1	Content Endorsements	136	62	72	33	12	5	0	0	220
	Early Childhood	23	77	6	20	1	3	0	0	30
	Elementary	151	70	54	25	10	5	0	0	215
	Middle Grades	8	67	3	25	1	8	0	0	12
	Special Education	45	63	20	28	4	6	2	3	71
	Total	363	66	155	28	28	5	2	0	548
Indicator 8.2	Content Endorsements	122	56	76	35	20	9	1	0	219
	Early Childhood	21	70	6	20	3	10	0	0	30
	Elementary	138	64	62	29	14	7	0	0	214
	Middle Grades	7	58	3	25	2	17	0	0	12
	Special Education	42	60	21	30	6	9	1	1	70
	Total	330	61	168	31	45	8	2	0	545
Indicator 8.3	Content Endorsements	137	62	67	30	16	7	0	0	220
	Early Childhood	22	73	4	13	4	13	0	0	30
	Elementary	150	70	55	26	10	5	0	0	215
	Middle Grades	9	75	3	25	0	0	0	0	12
	Special Education	43	61	15	21	11	15	2	3	71
	Total	361	66	144	26	41	7	2	0	548
Indicator 9.1	Content Endorsements	142	65	68	31	8	4	2	1	220
	Early Childhood	21	70	9	30	0	0	0	0	30
	Elementary	161	75	42	20	12	6	0	0	215
	Middle Grades	8	67	3	25	1	8	0	0	12
	Special Education	51	72	12	17	7	10	1	1	71
	Total	383	70	134	24	28	5	3	1	548
Indicator 9.2	Content Endorsements	172	78	39	18	9	4	0	0	220
	Early Childhood	26	87	4	13	0	0	0	0	30

Statewide (Principals)										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
		N	%	N	%	N	%	N	%	N
	Elementary	180	84	34	16	1	0	0	0	215
	Middle Grades	9	75	3	25	0	0	0	0	12
	Special Education	55	77	13	18	3	4	0	0	71
	Total	442	81	93	17	13	2	0	0	548
Indicator 9.3	Content Endorsements	138	63	66	30	14	6	1	0	219
	Early Childhood	20	69	8	28	1	3	0	0	29
	Elementary	151	70	56	26	8	4	0	0	215
	Middle Grades	8	67	3	25	1	8	0	0	12
	Special Education	46	66	17	24	5	7	2	3	70
	Total	363	67	150	28	29	5	3	1	545
Indicator 10.1	Content Endorsements	138	63	66	30	13	6	3	1	220
	Early Childhood	21	70	8	27	1	3	0	0	30
	Elementary	153	71	51	24	11	5	0	0	215
	Middle Grades	8	67	3	25	1	8	0	0	12
	Special Education	46	65	17	24	6	8	2	3	71
	Total	366	67	145	26	32	6	5	1	548
Indicator 10.2	Content Endorsements	131	60	75	34	13	6	1	0	220
	Early Childhood	20	67	9	30	1	3	0	0	30
	Elementary	139	65	70	33	6	3	0	0	215
	Middle Grades	8	67	4	33	0	0	0	0	12
	Special Education	40	58	21	30	5	7	3	4	69
	Total	338	62	179	33	25	5	4	1	546
Indicator 11.1	Content Endorsements	161	74	52	24	5	2	1	0	219
	Early Childhood	26	87	4	13	0	0	0	0	30
	Elementary	166	78	44	21	2	1	0	0	212
	Middle Grades	10	83	2	17	0	0	0	0	12
	Special Education	52	74	12	17	5	7	1	1	70
	Total	415	76	114	21	12	2	2	0	543
Indicator 12.1	Content Endorsements	166	76	45	21	5	2	3	1	219
	Early Childhood	24	80	6	20	0	0	0	0	30
	Elementary	164	76	44	20	7	3	0	0	215
	Middle Grades	7	58	5	42	0	0	0	0	12
	Special Education	52	73	13	18	5	7	1	1	71
	Total	413	76	113	21	17	3	4	1	547

Statewide (Principals)										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
		N	%	N	%	N	%	N	%	N
Indicator 12.2	Content Endorsements	151	69	57	26	11	5	0	0	219
	Early Childhood	24	80	6	20	0	0	0	0	30
	Elementary	162	75	45	21	8	4	0	0	215
	Middle Grades	9	75	3	25	0	0	0	0	12
	Special Education	52	73	12	17	6	8	1	1	71
	Total	398	73	123	22	25	5	1	0	547
Indicator 12.3	Content Endorsements	155	70	50	23	15	7	0	0	220
	Early Childhood	25	83	5	17	0	0	0	0	30
	Elementary	163	76	42	20	10	5	0	0	215
	Middle Grades	10	83	2	17	0	0	0	0	12
	Special Education	50	70	13	18	5	7	3	4	71
	Total	403	74	112	20	30	5	3	1	548
Indicator 12.4	Content Endorsements	165	75	45	20	10	5	0	0	220
	Early Childhood	25	83	5	17	0	0	0	0	30
	Elementary	171	80	39	18	5	2	0	0	215
	Middle Grades	10	83	2	17	0	0	0	0	12
	Special Education	55	77	11	15	3	4	2	3	71
	Total	426	78	102	19	18	3	2	0	548

Figure 16. Survey Responses by Endorsement Type (Teachers)

Statewide (Teachers)										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
		N	%	N	%	N	%	N	%	N
Indicator 1.1	Content Endorsements	112	58	77	40	3	2	0	0	192
	Early Childhood	21	72	8	28	0	0	0	0	29
	Elementary	126	65	64	33	3	2	0	0	193
	Middle Grades	15	71	6	29	0	0	0	0	21
	Special Education	44	69	20	31	0	0	0	0	64
	Total	318	64	175	35	6	1	0	0	499
Indicator 1.2	Content Endorsements	112	58	75	39	4	2	1	1	192
	Early Childhood	17	59	12	41	0	0	0	0	29
	Elementary	121	63	70	36	2	1	0	0	193
	Middle Grades	17	81	3	14	1	5	0	0	21
	Special Education	42	66	22	34	0	0	0	0	64
	Total	309	62	182	36	7	1	1	0	499
Indicator 1.3	Content Endorsements	95	50	88	46	8	4	0	0	191
	Early Childhood	13	45	16	55	0	0	0	0	29
	Elementary	110	57	70	36	13	7	0	0	193
	Middle Grades	14	67	5	24	2	10	0	0	21
	Special Education	34	53	28	44	2	3	0	0	64
	Total	266	53	207	42	25	5	0	0	498
Indicator 2.1	Content Endorsements	107	56	78	41	7	4	0	0	192
	Early Childhood	17	63	9	33	1	4	0	0	27
	Elementary	115	60	68	35	9	5	0	0	192
	Middle Grades	14	67	6	29	1	5	0	0	21
	Special Education	42	66	21	33	1	2	0	0	64
	Total	295	59	182	37	19	4	0	0	496
Indicator 2.2	Content Endorsements	98	51	86	45	8	4	0	0	192
	Early Childhood	13	46	15	54	0	0	0	0	28
	Elementary	112	58	69	36	12	6	0	0	193
	Middle Grades	15	71	5	24	1	5	0	0	21
	Special Education	37	58	25	39	2	3	0	0	64
	Total	275	55	200	40	23	5	0	0	498
Indicator 3.1	Content Endorsements	126	66	55	29	9	5	1	1	191
	Early Childhood	21	75	7	25	0	0	0	0	28

Statewide (Teachers)										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
		N	%	N	%	N	%	N	%	N
	Elementary	144	75	47	24	2	1	0	0	193
	Middle Grades	17	81	4	19	0	0	0	0	21
	Special Education	38	59	23	36	3	5	0	0	64
	Total	346	70	136	27	14	3	1	0	497
Indicator 3.2	Content Endorsements	120	63	66	35	5	3	0	0	191
	Early Childhood	23	82	5	18	0	0	0	0	28
	Elementary	142	74	45	23	5	3	0	0	192
	Middle Grades	15	71	5	24	1	5	0	0	21
	Special Education	45	70	18	28	1	2	0	0	64
	Total	345	70	139	28	12	2	0	0	496
Indicator 3.3	Content Endorsements	95	50	80	42	15	8	0	0	190
	Early Childhood	15	52	13	45	1	3	0	0	29
	Elementary	110	57	73	38	10	5	0	0	193
	Middle Grades	10	48	10	48	1	5	0	0	21
	Special Education	30	47	33	52	0	0	1	2	64
	Total	260	52	209	42	27	5	1	0	497
Indicator 4.1	Content Endorsements	114	59	72	38	6	3	0	0	192
	Early Childhood	14	48	15	52	0	0	0	0	29
	Elementary	122	63	66	34	5	3	0	0	193
	Middle Grades	16	76	5	24	0	0	0	0	21
	Special Education	29	45	34	53	1	2	0	0	64
	Total	295	59	192	38	12	2	0	0	499
Indicator 4.2	Content Endorsements	94	49	88	46	10	5	0	0	192
	Early Childhood	13	45	16	55	0	0	0	0	29
	Elementary	104	54	83	43	6	3	0	0	193
	Middle Grades	12	57	9	43	0	0	0	0	21
	Special Education	27	42	36	56	1	2	0	0	64
	Total	250	50	232	46	17	3	0	0	499
Indicator 4.3	Content Endorsements	110	57	71	37	9	5	2	1	192
	Early Childhood	17	59	12	41	0	0	0	0	29
	Elementary	122	63	62	32	9	5	0	0	193
	Middle Grades	15	71	6	29	0	0	0	0	21
	Special Education	32	50	25	39	7	11	0	0	64
	Total	296	59	176	35	25	5	2	0	499

Statewide (Teachers)										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
		N	%	N	%	N	%	N	%	N
Indicator 5.1	Content Endorsements	86	45	88	46	18	9	0	0	192
	Early Childhood	14	48	15	52	0	0	0	0	29
	Elementary	110	57	72	37	11	6	0	0	193
	Middle Grades	12	57	8	38	1	5	0	0	21
	Special Education	33	52	30	47	1	2	0	0	64
	Total	255	51	213	43	31	6	0	0	499
Indicator 5.2	Content Endorsements	90	47	88	46	14	7	0	0	192
	Early Childhood	11	38	15	52	3	10	0	0	29
	Elementary	89	46	81	42	22	11	0	0	192
	Middle Grades	7	33	12	57	2	10	0	0	21
	Special Education	33	52	29	45	2	3	0	0	64
	Total	230	46	225	45	43	9	0	0	498
Indicator 6.1	Content Endorsements	101	53	77	40	12	6	2	1	192
	Early Childhood	14	48	13	45	2	7	0	0	29
	Elementary	121	63	61	32	9	5	1	1	192
	Middle Grades	12	57	8	38	1	5	0	0	21
	Special Education	44	72	16	26	1	2	0	0	61
	Total	292	59	175	35	25	5	3	1	495
Indicator 6.2	Content Endorsements	91	47	87	45	11	6	3	2	192
	Early Childhood	12	43	15	54	1	4	0	0	28
	Elementary	113	59	69	36	10	5	0	0	192
	Middle Grades	12	60	6	30	2	10	0	0	20
	Special Education	38	61	23	37	1	2	0	0	62
	Total	266	54	200	40	25	5	3	1	494
Indicator 7.1	Content Endorsements	89	46	90	47	12	6	1	1	192
	Early Childhood	16	55	13	45	0	0	0	0	29
	Elementary	106	55	73	38	12	6	2	1	193
	Middle Grades	7	33	13	62	1	5	0	0	21
	Special Education	23	36	39	61	2	3	0	0	64
	Total	241	48	228	46	27	5	3	1	499
Indicator 7.2	Content Endorsements	106	55	73	38	11	6	1	1	191
	Early Childhood	14	48	15	52	0	0	0	0	29
	Elementary	107	56	74	39	11	6	0	0	192
	Middle Grades	10	48	9	43	2	10	0	0	21

Statewide (Teachers)										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
		N	%	N	%	N	%	N	%	N
	Special Education	26	41	37	58	1	2	0	0	64
	Total	263	53	208	42	25	5	1	0	497
Indicator 7.3	Content Endorsements	102	53	78	41	9	5	2	1	191
	Early Childhood	21	72	8	28	0	0	0	0	29
	Elementary	117	61	65	34	10	5	0	0	192
	Middle Grades	13	62	7	33	1	5	0	0	21
	Special Education	33	52	29	45	2	3	0	0	64
	Total	286	58	187	38	22	4	2	0	497
Indicator 8.1	Content Endorsements	113	59	69	36	8	4	1	1	191
	Early Childhood	21	75	6	21	1	4	0	0	28
	Elementary	131	68	53	28	7	4	1	1	192
	Middle Grades	13	62	7	33	1	5	0	0	21
	Special Education	42	66	22	34	0	0	0	0	64
	Total	320	65	157	32	17	3	2	0	496
Indicator 8.2	Content Endorsements	94	49	86	45	10	5	1	1	191
	Early Childhood	19	66	9	31	1	3	0	0	29
	Elementary	119	62	63	33	10	5	0	0	192
	Middle Grades	12	57	8	38	1	5	0	0	21
	Special Education	36	56	27	42	1	2	0	0	64
	Total	280	56	193	39	23	5	1	0	497
Indicator 8.3	Content Endorsements	98	51	73	38	16	8	5	3	192
	Early Childhood	12	43	9	32	6	21	1	4	28
	Elementary	109	57	63	33	16	8	3	2	191
	Middle Grades	14	67	5	24	1	5	1	5	21
	Special Education	27	42	29	45	6	9	2	3	64
	Total	260	52	179	36	45	9	12	2	496
Indicator 9.1	Content Endorsements	131	68	52	27	9	5	0	0	192
	Early Childhood	20	69	8	28	1	3	0	0	29
	Elementary	147	76	40	21	6	3	0	0	193
	Middle Grades	16	76	5	24	0	0	0	0	21
	Special Education	50	78	14	22	0	0	0	0	64
	Total	364	73	119	24	16	3	0	0	499
Indicator 9.2	Content Endorsements	160	83	30	16	2	1	0	0	192
	Early Childhood	24	83	4	14	1	3	0	0	29

Statewide (Teachers)										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
		N	%	N	%	N	%	N	%	N
	Elementary	162	84	31	16	0	0	0	0	193
	Middle Grades	17	81	4	19	0	0	0	0	21
	Special Education	55	86	8	12	1	2	0	0	64
	Total	418	84	77	15	4	1	0	0	499
Indicator 9.3	Content Endorsements	125	65	62	32	5	3	0	0	192
	Early Childhood	20	69	9	31	0	0	0	0	29
	Elementary	140	73	50	26	2	1	1	1	193
	Middle Grades	14	67	6	29	1	5	0	0	21
	Special Education	42	66	21	33	1	2	0	0	64
	Total	341	68	148	30	9	2	1	0	499
Indicator 10.1	Content Endorsements	124	65	63	33	4	2	1	1	192
	Early Childhood	20	69	8	28	1	3	0	0	29
	Elementary	136	71	51	27	5	3	0	0	192
	Middle Grades	16	76	5	24	0	0	0	0	21
	Special Education	48	75	16	25	0	0	0	0	64
	Total	344	69	143	29	10	2	1	0	498
Indicator 10.2	Content Endorsements	104	54	73	38	12	6	3	2	192
	Early Childhood	13	45	15	52	1	3	0	0	29
	Elementary	122	64	60	31	9	5	0	0	191
	Middle Grades	13	62	7	33	1	5	0	0	21
	Special Education	40	62	24	38	0	0	0	0	64
	Total	292	59	179	36	23	5	3	1	497
Indicator 11.1	Content Endorsements	143	75	47	25	0	0	0	0	190
	Early Childhood	24	83	4	14	1	3	0	0	29
	Elementary	157	82	33	17	1	1	0	0	191
	Middle Grades	15	71	6	29	0	0	0	0	21
	Special Education	53	83	11	17	0	0	0	0	64
	Total	392	79	101	20	2	0	0	0	495
Indicator 12.1	Content Endorsements	148	77	43	22	0	0	1	1	192
	Early Childhood	25	86	3	10	1	3	0	0	29
	Elementary	153	79	38	20	2	1	0	0	193
	Middle Grades	18	86	2	10	1	5	0	0	21
	Special Education	53	83	10	16	1	2	0	0	64
	Total	397	80	96	19	5	1	1	0	499

Statewide (Teachers)										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
		N	%	N	%	N	%	N	%	N
Indicator 12.2	Content Endorsements	138	72	53	28	1	1	0	0	192
	Early Childhood	21	72	8	28	0	0	0	0	29
	Elementary	148	77	43	22	1	1	0	0	192
	Middle Grades	19	90	2	10	0	0	0	0	21
	Special Education	46	72	18	28	0	0	0	0	64
	Total	372	75	124	25	2	0	0	0	498
Indicator 12.3	Content Endorsements	152	79	39	20	1	1	0	0	192
	Early Childhood	22	76	7	24	0	0	0	0	29
	Elementary	158	82	34	18	1	1	0	0	193
	Middle Grades	18	86	2	10	1	5	0	0	21
	Special Education	48	75	16	25	0	0	0	0	64
	Total	398	80	98	20	3	1	0	0	499
Indicator 12.4	Content Endorsements	157	82	35	18	0	0	0	0	192
	Early Childhood	25	86	4	14	0	0	0	0	29
	Elementary	166	86	26	13	1	1	0	0	193
	Middle Grades	19	90	2	10	0	0	0	0	21
	Special Education	57	89	7	11	0	0	0	0	64
	Total	424	85	74	15	1	0	0	0	499