



2020 Nebraska First 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 first year teachers in Nebraska schools as they continue to address student needs. This valuable information is obtained from school partners by using the Nebraska First Year Teacher Survey (NFYTS).

The Nebraska Department of Education (NDE) administered the Nebraska First Year Teacher Survey from mid-March to early-April 2020. This year marks the sixth successful implementation of the survey, with the survey being sent to both principals and first year teachers for the fourth time. Surveys were distributed to the principals of first year teachers, and to the first year teachers themselves, who completed their preparation programs at 15 preparation institutions in the state. The participating institutions are as follows:

1. Chadron State College
2. College of Saint Mary
3. Concordia University
4. Creighton University
5. Doane 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, which are recognized as indicators of teacher quality (https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf). For a list of indicators, please see Figure 1 in the Results section below.

Method

Similar to last year, the survey was developed using the Qualtrics survey software application and distributed electronically via email. Respondents were asked to rate the extent to which the first year teacher was effectively prepared for their school assignment on various indicators. These indicators were based on the degree to which the teacher met the expectations: Advanced, Proficient, Developing, or Below Standard. All 15 indicator survey question items were grouped under 10 key teaching indicators adapted from the InTASC Model Core Teaching Standards as previously mentioned. Question 11 asked both principals and teachers to rate the teacher's impact on student learning. In question 12, principals were also asked if they considered the teacher effectively prepared for continuing employment in their districts. Teachers, on the other hand, were asked if they were prepared to be an effective first year teacher. Question 13 was designed to collect comments from principals and teachers for informing the institution's continuous improvement efforts toward preparing classroom-ready teachers. Questions 14 requested for comments about the NFYTS survey process itself.

A list of teachers who were employed during the 2019-2020 school year and received their initial teaching endorsement during the 2018-2019 school year from one of the participating institution's teacher preparation programs was compiled. The data for this list came from the Nebraska Student and Staff Record System (NSSRS) and the Nebraska Teacher Certification Database. If a teacher had assignments at multiple schools, the survey was sent to the principal of the school where the majority of the teacher's full-time equivalency (FTE) was assigned.

Since the NFYTS is a web survey, all communication regarding the survey was done electronically via email. Pre-notification of the survey was sent out on March 4th to HR/Institutional Research staff, principals, and teachers. The survey email invitation was also sent out on March 17th with subsequent email reminders sent on March 26th, April 2nd, and April 6th. The survey finally closed on April 10th, roughly 3 weeks and 3 days 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, 663 surveys were distributed to principals and 399 were returned, resulting in a response rate of 60.18%. This response rate represents a 13% decrease from that of last year's NFYTS administration. For teachers, 663 surveys were distributed and 493 were returned, resulting in a response rate of 74.36%. The response rate represents a significant 5.36% increase from that of last year's NFYTS administration. The breakdown of response rates of both principals and teachers for each institution are shown in Tables 1 and 2. Note that since the preparation institutions varied in sizes, the number of responses also vastly differed from one institution to the next.

Table 1. Responses for each preparation institution (Principals)

	Preparation Institution	Responses (n)	Sample	Response Rate (%)
1	Chadron State College	18	33	54.55%
2	College of Saint Mary	5	11	45.45%
3	Concordia University	20	28	71.43%
4	Creighton University	3	4	75.00%
5	Doane University	30	42	71.43%
6	Hastings College	9	17	52.94%
7	Midland University	21	28	75.00%
8	Nebraska Wesleyan University	13	23	56.52%
9	Peru State College	8	15	53.33%
10	Union College	1	2	50.00%
11	University of Nebraska at Kearney	56	94	59.57%
12	University of Nebraska at Lincoln	112	198	56.57%
13	University of Nebraska at Omaha	48	94	51.06%
14	Wayne State College	50	69	72.46%
15	York College	5	5	100.00%
	Total	399	663	60.18%

Table 2. Responses for each preparation institution (Teachers)

	Preparation Institution	Responses (n)	Sample	Response Rate (%)
1	Chadron State College	25	33	75.75%
2	College of Saint Mary	5	11	45.45%
3	Concordia University	18	28	64.29%
4	Creighton University	4	4	100.00%
5	Doane University	27	42	64.29%
6	Hastings College	14	17	82.35%
7	Midland University	22	28	78.57%
8	Nebraska Wesleyan University	13	23	56.52%
9	Peru State College	11	15	73.33%
10	Union College	2	2	100.00%
11	University of Nebraska at Kearney	59	94	62.77%
12	University of Nebraska at Lincoln	156	198	78.79%
13	University of Nebraska at Omaha	72	94	76.60%
14	Wayne State College	60	69	86.96%
15	York College	5	5	100.00%
	Total	493	663	74.36%

Results

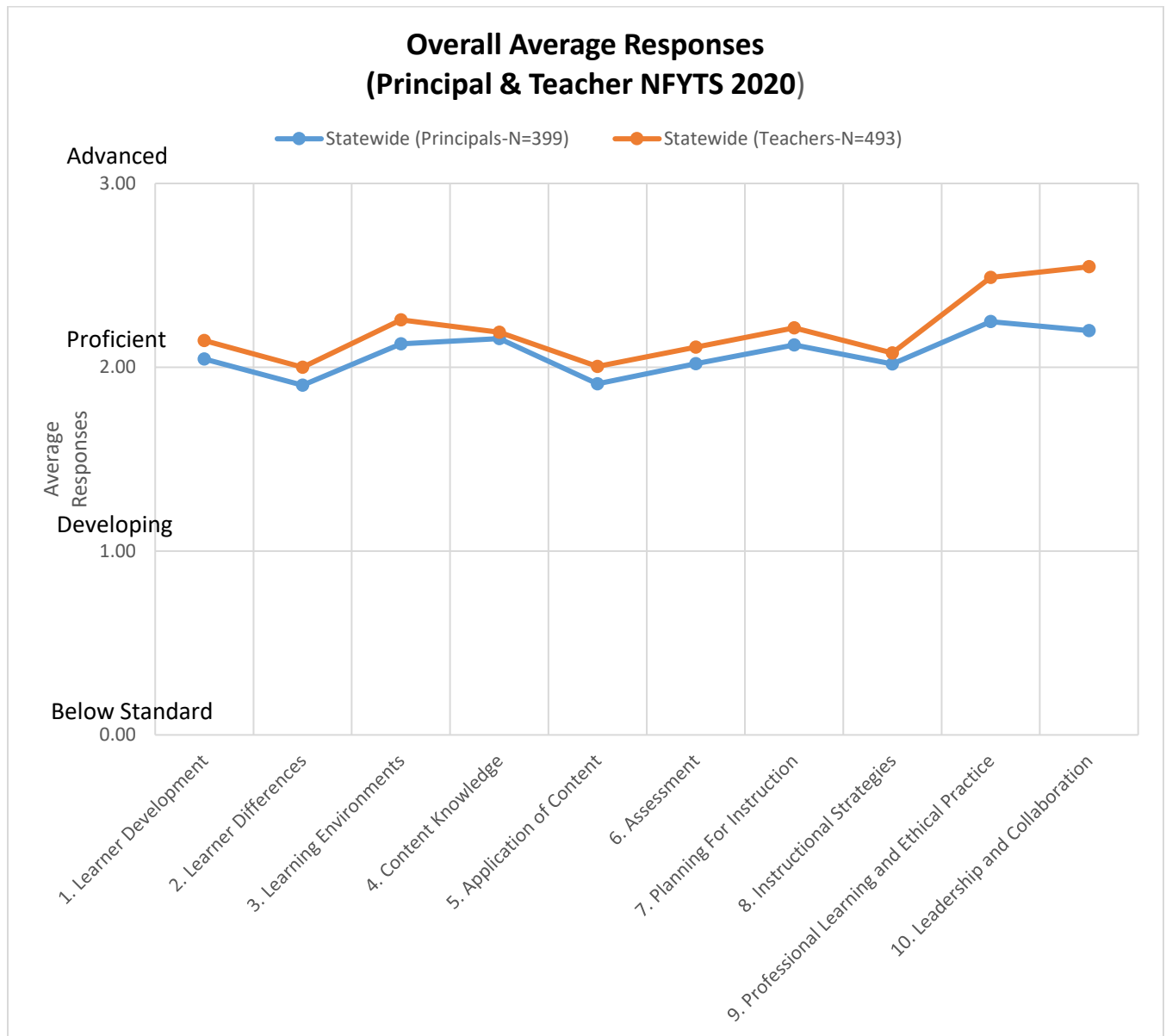
Descriptive Statistics

The survey results are displayed below in several figures. For the purpose of our analyses, the response options for both principals and teachers were given a numerical value (3=Advanced, 2=Proficient, 1=Developing, 0=Below Standard), summed by Standard 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 Standard Indicators

Standard 1: Learner Development Standard 1.1 Use knowledge of students to meet needs.
Standard 2: Learning Differences Standard 2.1 Differentiate instruction to meet student needs.
Standard 3: Learning Environments Standard 3.1 Promote a positive classroom environment through clear expectations.
Standard 4: Content Knowledge Standard 4.1 Use accurate content and academic vocabulary.
Standard 5: Application of Content Standard 5.1 Engages students in critical thinking and collaborative problem solving. Standard 5.2 Develop literacy and communication skills through content.
Standard 6: Assessment Standard 6.1 Use classroom assessment. Standard 6.2 Assess for learning.
Standard 7: Planning for Instruction Standard 7.1 Plan for instruction.
Standard 8: Instructional Strategies Standard 8.1 Incorporate digital tools into instruction. Standard 8.2 Use research-based instructional strategies. Standard 8.3 Use engagement to enhance learning.
Standard 9: Professional Learning and Ethical Practice Standard 9.1 Accept critique and input regarding performance.
Standard 10: Leadership and Collaboration Standard 10.1 Convey professional demeanor. Standard 10.2 Use professional communication.

Figure 2. Statewide Average Responses



In Figure 2, the overall mean responses of teachers across 10 indicators fall between 2 (“Proficient”) and 3 (“Advanced”). While the principal's overall mean responses are similar to teachers' overall mean responses. 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-tests to examine the differences in the mean scores between principals and teachers, it is found that principals and teachers significantly differed ($p < .05$) in their mean responses on indicators 1, 2, 3, 5, 6, 7, 9, and 10. On average, the teachers rated themselves much higher than principals. The t-tests results of all 10 indicators are displayed in Table 11 in the Appendix.

Figure 3. Average Responses by Endorsement Type (Principals)

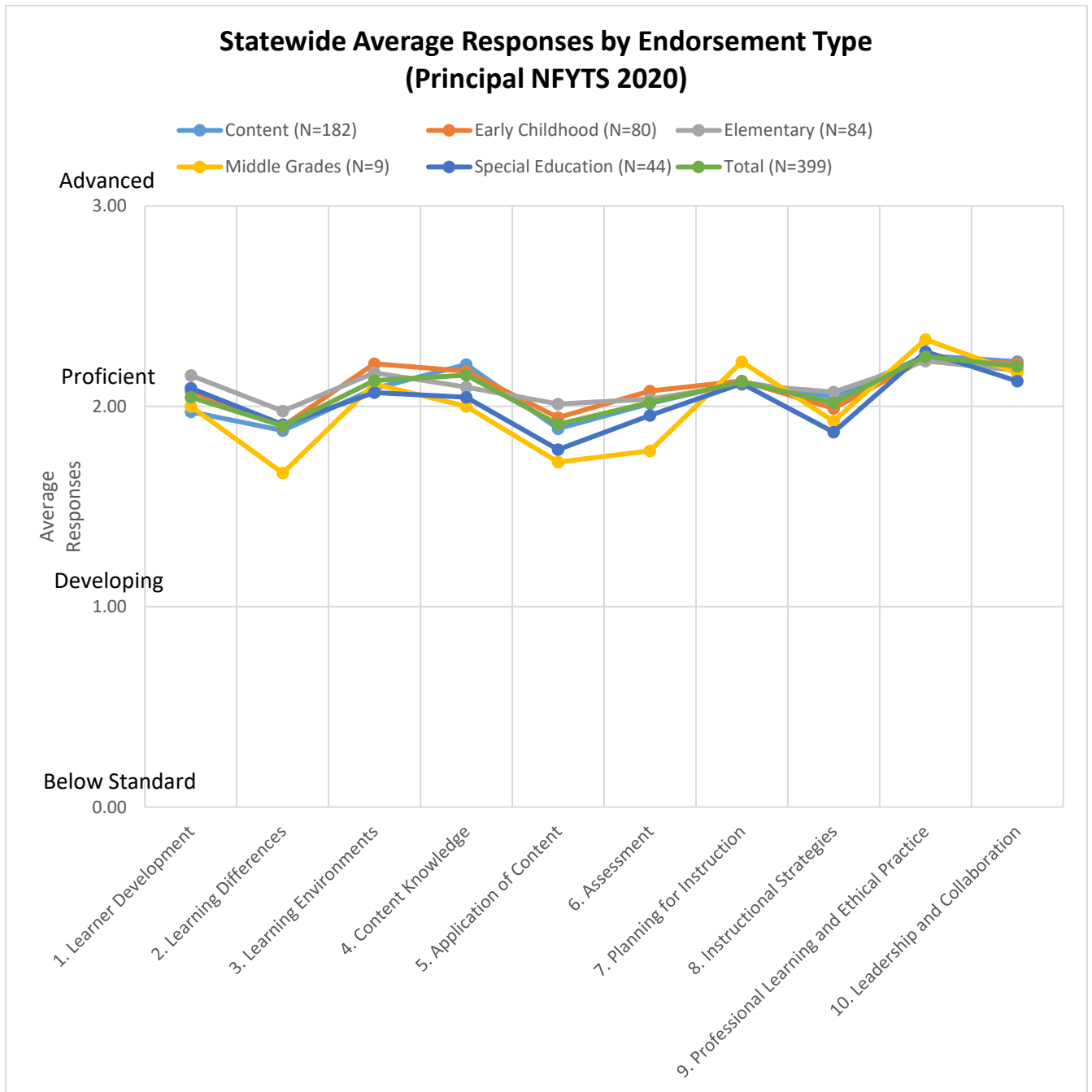


Figure 3 displays principals' mean responses categorized into 5 endorsement types that correspond to the majority of the first year teachers' school assignments. First year teachers endorsed in Elementary obtained the highest ratings on 4 out of the 10 indicators. On the other hand, teachers with endorsements in Middle Grades received the lowest ratings on 4 out of the 10 indicators. Except for Middle Grades, differences observed between each endorsement category were relatively minor, and all average ratings were a little above or slightly below 2 ("Proficient").

Figure 4. Average Responses by Endorsement Type (Teachers)

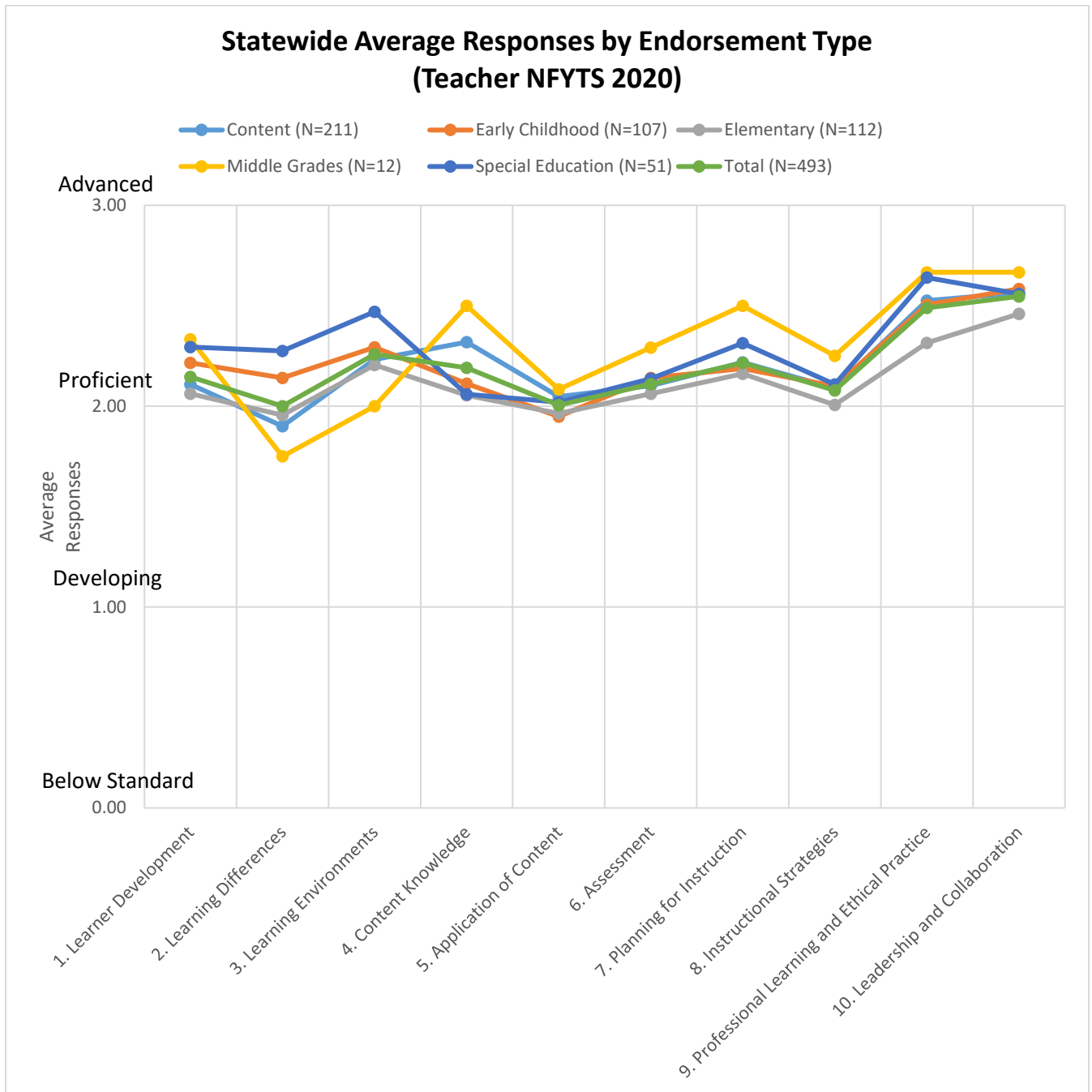


Figure 4 shows first year teachers' mean responses disaggregated by endorsement types that correspond to the majority of their school assignments. Unlike the results found for principals in Figure 3, first year teachers with endorsements for Middle Grades obtained the highest average ratings on 8 out of the 10 indicators. However, endorsement for Content received the lowest average ratings on 7 of the 10 indicators. Differences observed between each endorsement category were relatively minor (except for indicators 2 and 5), and the majority of average ratings were between 2 ("Proficient") and 3 ("Advanced").

Figure 5. Average Responses by Preparation Institution (Principal)

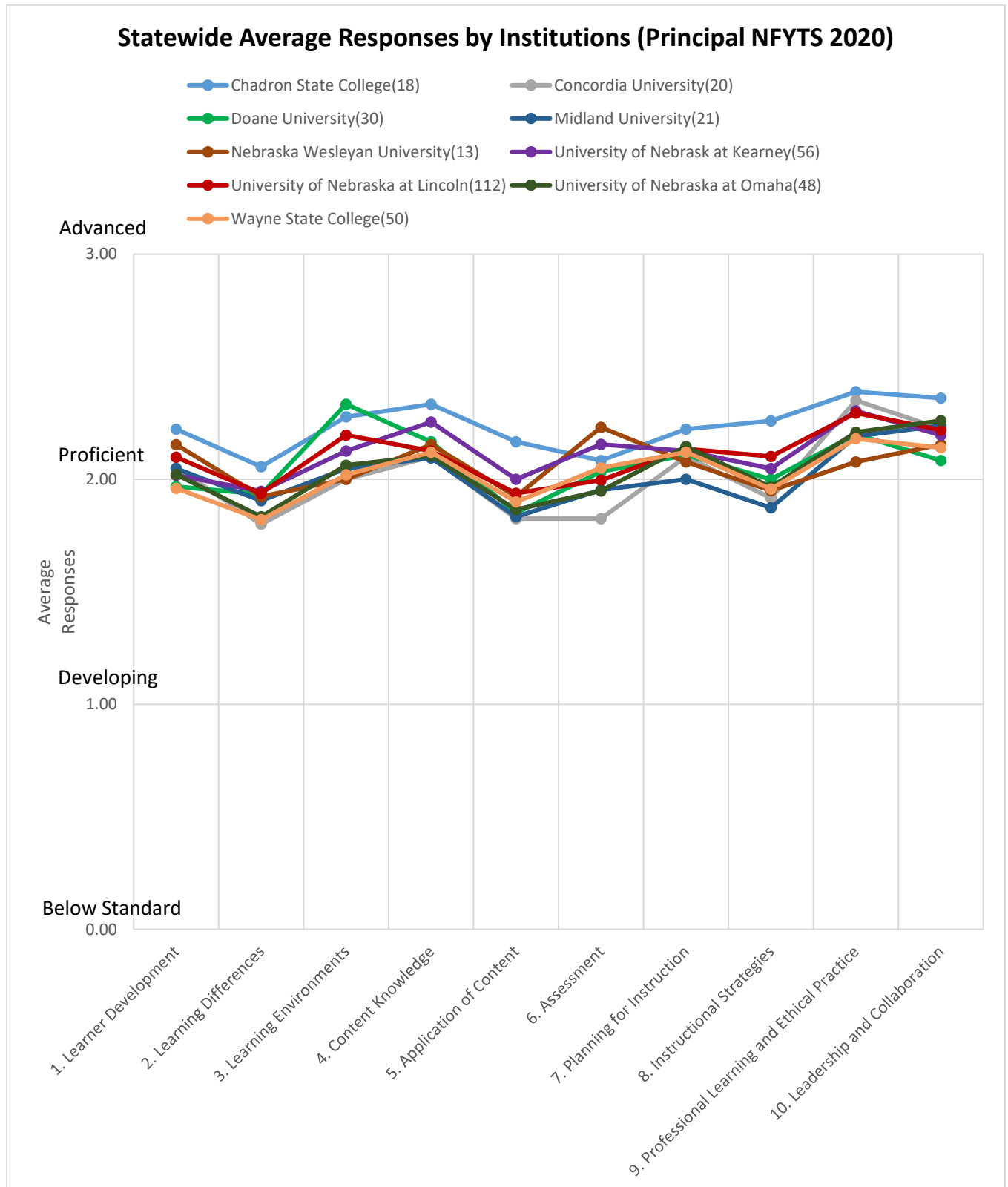


Figure 5 shows the average responses of principals categorized into their respective preparation institutions, most institutions showed a similar trend across all 10 indicators. Due to small sample sizes, colleges such as College of Saint Mary (N = 5), Creighton University (N = 3), Hasting College (N=9), Peru State College (N=8), Union College (N = 1), and York College (N = 5) all were removed from the graph. Of the remaining 9 institutions (with more than 10 respondents), Chadron State College had the highest average rating on 8 of the 10 indicators. While Concordia University and Midland University had the lowest average ratings on 3 of the 10 indicators. When viewing the graph, the information generally supports the notion that preparation institutions performed relatively well in preparing first year teachers (around “Proficient”), based on principals’ views.

Figure 6 displays the average responses of first year teachers disaggregated by each preparation institution. Like the previous chart, colleges such as College of Saint Mary (N = 5), Creighton University (N = 4), Union College (N = 2), and York College (N = 5) were removed due to their relatively small sample size. Of the remaining 11 institution (with over 10 respondents), Doane University & Nebraska Wesleyan University had the highest average ratings on 3 of the 10 indicators. While the University of Nebraska-Lincoln had the lowest average ratings on 4 of the 10 indicators. Apart from this, differences observed among all other institutions were relatively minor. Overall, first year teachers thought they were prepared well by their preparation institutions. Furthermore, just looking at Figure 5 (Principal Responses) and Figure 6 (Teacher responses), teachers on average tend to respond more liberally than the average responses from principals.

Figure 6. Average Responses by Preparation Institution (Teachers)

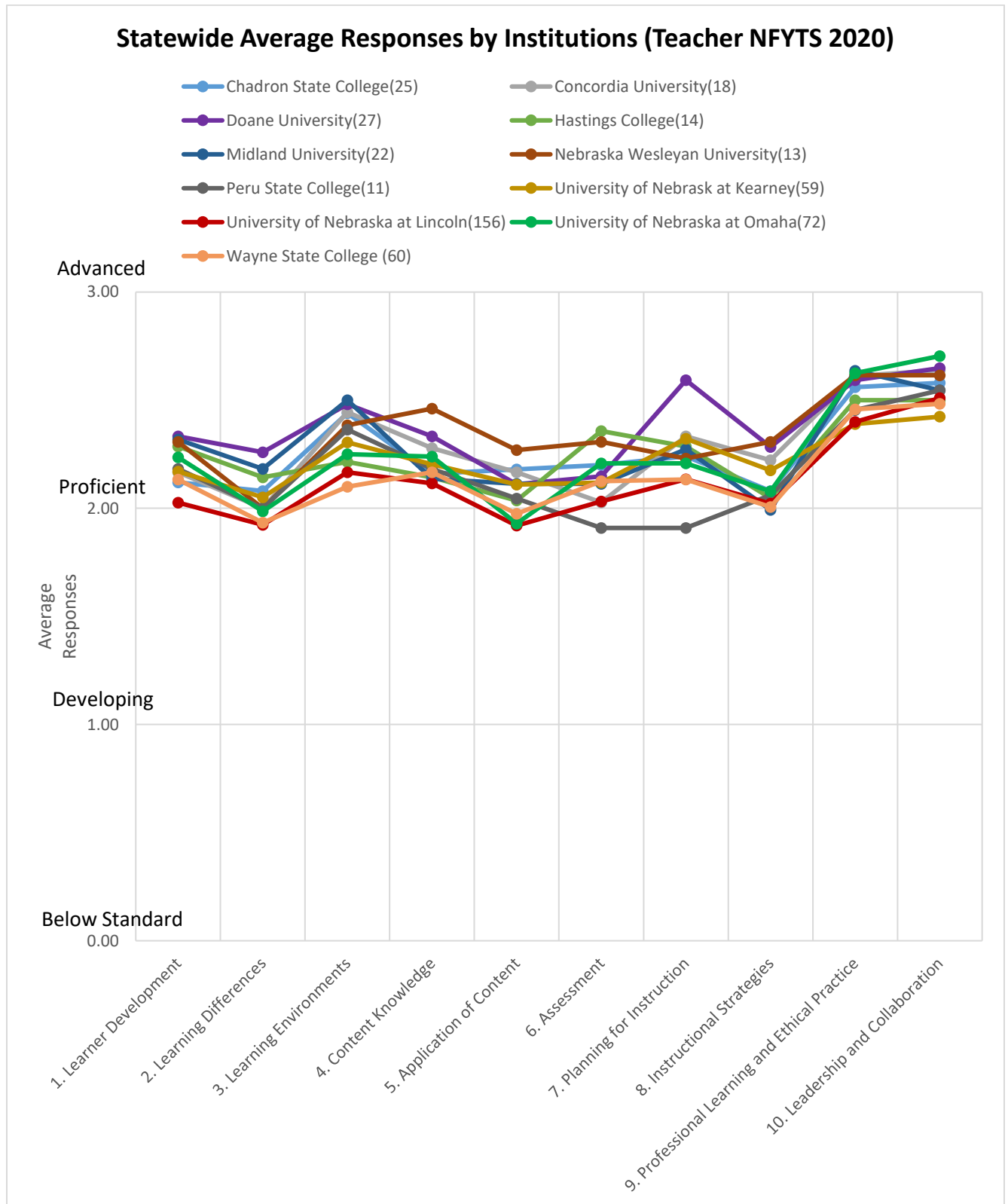


Figure 7. Responses to Question 11 (Principals)

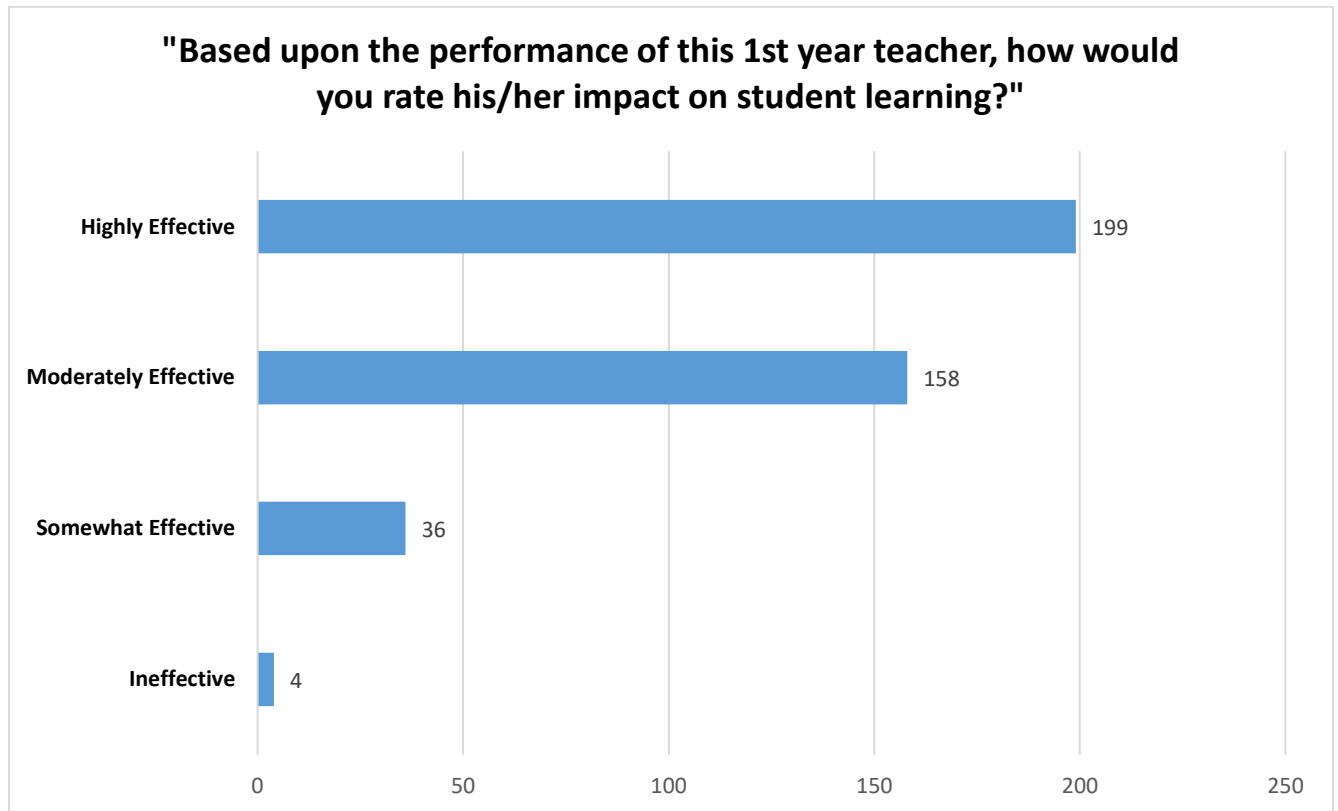
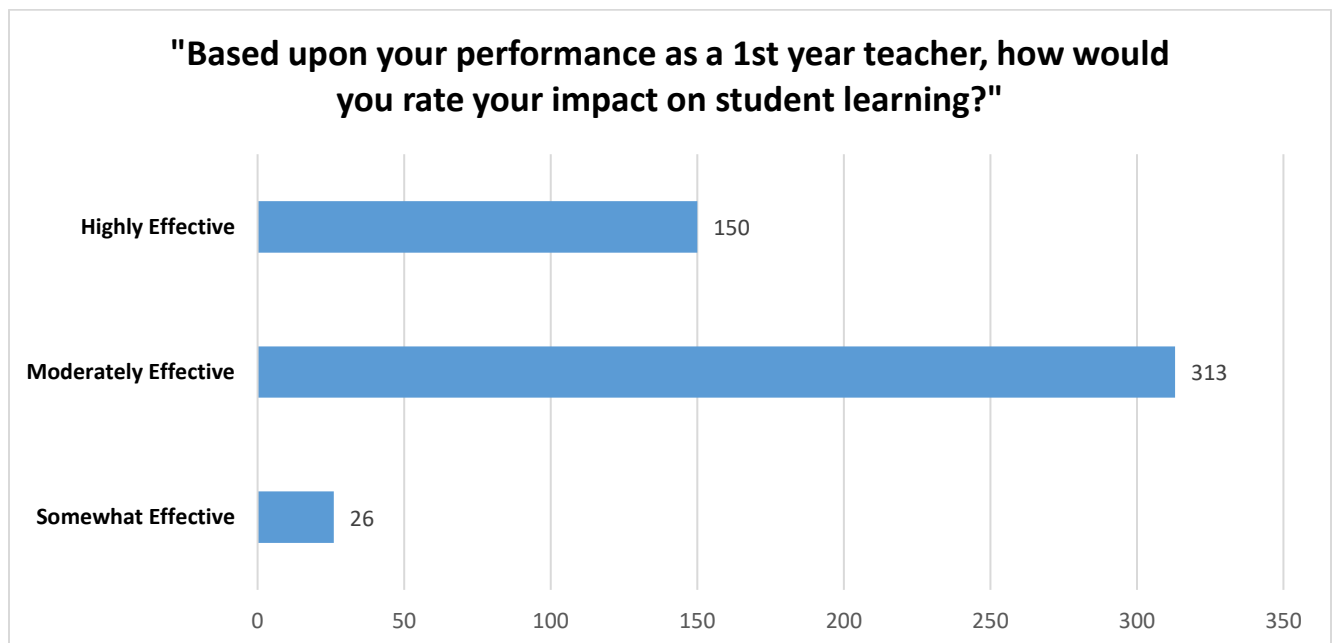


Figure 8. Responses to Question 11 (Teachers)



In Figure 7, principals were asked to evaluate first year teachers' impact on student learning. 50% of all principals thought the teachers were highly effective, and 40% of them rated them as moderately effective. In Figure 8, first year teachers were asked to give a self-evaluation on student learning. Comparatively, 64% of all first year teachers considered their impact as moderately effective, and 31% of them rated themselves as highly effective teachers.

Figure 9. Responses to Question 12 (Principals)

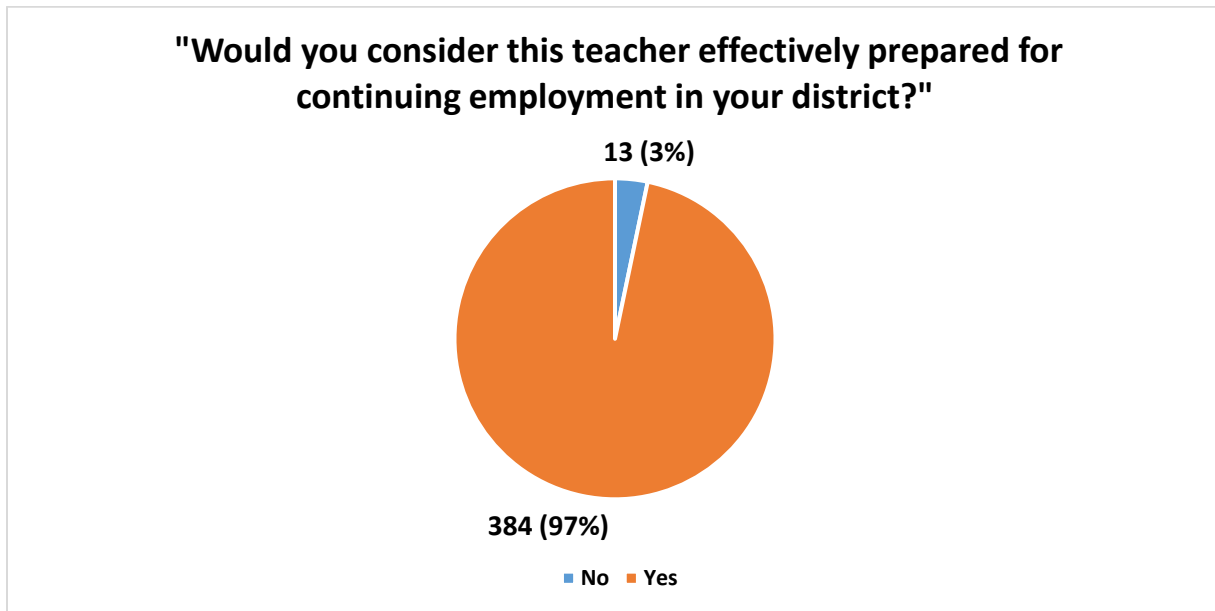


Figure 10. Responses to Question 12 (Teachers)

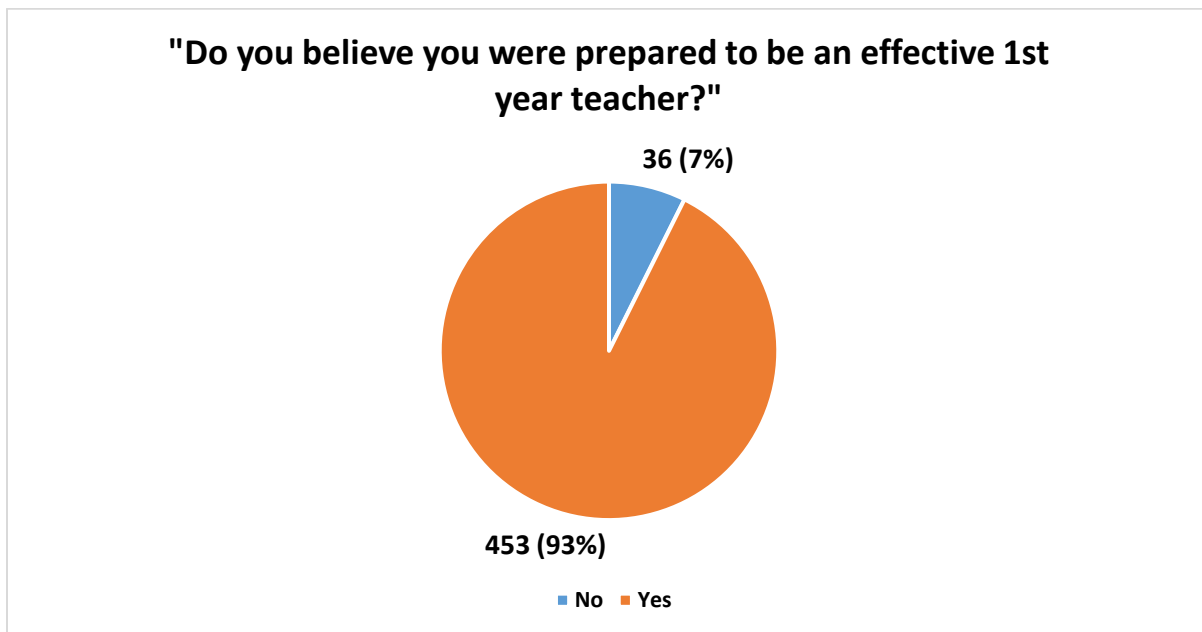


Figure 9 indicates principals' responses to the question "Would you consider this teacher effectively prepared for continuing employment in your district?", 97% of all principals responded "Yes". The results of first year teachers rating themselves as effectively prepared teachers are shown in Figure 10, and 93% of them were confident that they were well prepared to be an effective first year teacher. Overall, responses to Question 12 reflect highly positive information for both principals and teachers, indicating the majority of the teachers are prepared.

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. The following correlation analyses were done using the R statistical program.

Table 3. Correlation Coefficients between Indicators (Principals)

Indicator	1	2	3	4	5	6	7	8	9	10
1	1.00									
2	0.68	1.00								
3	0.66	0.63	1.00							
4	0.52	0.52	0.54	1.00						
5	0.68	0.72	0.66	0.65	1.00					
6	0.66	0.67	0.62	0.61	0.71	1.00				
7	0.63	0.64	0.62	0.60	0.67	0.70	1.00			
8	0.71	0.72	0.70	0.62	0.78	0.74	0.72	1.00		
9	0.57	0.52	0.57	<u>0.48</u>	0.54	0.51	0.61	0.60	1.00	
10	0.59	0.59	0.60	0.54	0.59	0.59	0.62	0.66	0.72	1.00

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

For correlational relationships between the 10 indicators for principals, the majority of the values are relatively high and above 0.50. 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 relationship within the indicators, with a correlation coefficient of 0.78 (bolded in Table 3): Indicator 8 (Instructional Strategies) and Indicator 5 (Application of content). The lowest correlation coefficient (underlined in Table 3) was between Indicator 9 (Professional Learning and Ethical Practice) and Indicator 4 (Content Knowledge).

Table 4. Correlation Coefficients between Indicators (Teachers)

Indicator	1	2	3	4	5	6	7	8	9	10
1	1.00									
2	0.55	1.00								
3	0.46	0.45	1.00							
4	0.47	0.33	0.40	1.00						
5	0.58	0.46	0.46	0.54	1.00					
6	0.52	0.43	0.45	0.47	0.49	1.00				
7	0.41	0.39	0.40	0.38	0.49	0.47	1.00			
8	0.47	0.46	0.50	0.46	0.64	0.55	0.56	1.00		
9	0.42	<u>0.31</u>	0.39	0.43	0.41	0.38	0.44	0.50	1.00	
10	0.34	<u>0.31</u>	0.40	0.42	0.43	0.37	0.40	0.47	0.57	1.00

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

In comparison, for the correlation coefficients between 10 indicators for teachers, all numbers are much lower; values are between 0.30 and 0.70. The highest positive linear relationships within the indicators, with correlation coefficients of 0.60 (bolded in Table 4) are Indicator 8 (Instructional Strategies) and Indicator 5 (Application of content). This is similar to the results found with the principal response (Table 3). The two lowest correlation coefficients (underlined in Table 4). The first, correlation coefficient of 0.31, was between Indicator 9 (Professional Learning and Ethical Practice) and Indicator 2 (Learner Differences). Lastly, the correlation coefficient of 0.31 between Indicator 10 (Leadership and Collaboration) and Indicator 2 (Learner Differences)

Conclusions

The 2020 Nebraska First Year Teacher Survey is the fourth year that the NFYTS was sent to first year teachers in addition to the principals following the implementation in 2017. As before, for first year teachers with more than one endorsement, a mandatory question was displayed for principals and teachers to select one endorsement that represents the primary area of focus.

The response rates from both groups of respondents were impressive and relatively high, indicating another year of successful implementation. The response rate of principals' submission is 60.18%. The response rate of first year teachers is 74.36%, which is 5.36% higher than the response rate from the 2019 previous year.

All 10 indicators were found to be highly correlated with each other for principals, and the standards within each indicator were also highly correlated with each other. For first year teachers, all indicators had a relatively high correlation with each other, and the standards within each indicator 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 average responses of principals and teachers indicate that there are little discrepancy



across preparation institutions and endorsement types. However, teachers tend to respond more generously than principals. A suggestion for the next iteration of this survey would be to ask a question about support, whether it be social or material support.

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

Appendix

Table 9. Survey Timeline

DATE	ACTIVITY	COMMENTS
Feb 26, 2020	Initial Email List	Russ Vogel to send APS (Adult Program Services) and DRE (Data, Research and Evaluation) email list
March 2, 2020	Final Email List	APS and DRE to prepare final email list
March 4, 2020	Pre-notice emailed - Institutions	Kelly Heineke to send pre-notice to HR/Institutional Research staff
March 4, 2020	Pre-notice emailed - Respondents	DRE to send pre-notice to principals and teachers
March 17, 2020	Email Invitation	DRE to send invitation to principals and teachers
March 17, 2020	Notice to Institutions	Kelly Heineke to enlist help from institutions for upcoming final reminder
Every Thurs, March 19 – April 9, 2020	Bulletin Announcement	NDE Helpdesk to include NFYTS announcement on weekly bulletin
March 26, 2020	Non-respondent List to PM	DRE to send non-respondent lists to Kelly Heineke
March 26, 2020	Information for Preparation Institutions	Kelly Heineke to send non-respondent lists to institutions and provide template of text for IHEs to use
March 26, 2020	Email Reminder	DRE to send reminder to non-respondents
April 2, 2020	Final Email Reminder	Institutions to send final reminder to non-respondents
April 6, 2020	Final Email Reminder	DRE to send final reminder to non-respondents
April 10, 2020	Closure	DRE to close the NFYTS



Pre-notice to HR/Institutional Research Staff

Date: March 4, 2020

To: [Human Resource and Institutional Research Contacts]

Subject: Announcement of the 2020 Nebraska 1st Year Teacher Survey

Attachment: 2020 Nebraska 1st Year Teacher Survey.pdf

Good morning,

We are once again scheduled to distribute the 2020 Nebraska 1st Year Teacher Survey, now in its fifth year of statewide distribution. We were extremely pleased with the approximately 74% response rate for principals and 69% for teachers last year, and continue to appreciate your support in this endeavor!

Please note that this year, we are still requesting both principals and 1st year teachers themselves to fill out the survey. The paper version of the survey is attached as a PDF. The survey invitation will be sent via email on March 17, 2020 to principals and 1st year teachers. **Also, please note that we have modified the survey this year to reflect the language used in the Nebraska Clinical Practice Assessment.**

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 1st 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 1st year teachers. The institutions, as always, are anxious and excited to receive the information to support their continuing improvement efforts.

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

Sincerely,

A handwritten signature in blue ink, appearing to read "Kelly Heineke", with a horizontal line extending to the right.

Kelly Heineke

Director Educator Preparation Program Approval

Office of Accountability, Accreditation, & Program Approval

kelly.heineke@nebraska.gov



Pre-notice to Principals

Date: March 4, 2020

To: [Principal_Email]

Subject: Announcement of the 2020 Nebraska 1st 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 2020 Nebraska 1st Year Teacher Survey which will be sent via email to you on March 17, 2019. This survey will be sent to principals who have new-to-the-profession teachers who are completing their 1st full year of teaching in 2019-2020. These teachers will have obtained a regular initial teaching certificate during the 2018-2019 school year. The purpose of this survey is to gather administrator perceptions regarding the effectiveness of the teacher preparation institution in preparing 1st year teachers to be classroom-ready. **One change of importance to note is that we have modified the survey this year to reflect the language used in the Nebraska Clinical Practice Assessment.**

According to our records, \${e://Field/TeacherFirstName} \${e://Field/TeacherLastName} is a 1st year teacher at \${e://Field/SchoolName}. If you believe you have received this email in error, please notify us by **March 13, 2020** at nde.research@nebraska.gov. This will allow us to direct the actual survey, which will be sent on **March 17, 2020** to the appropriate administrator.

You will receive a separate email for each 1st 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 1st 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 1st year teachers will also receive an invitation to participate in the 2020 Nebraska 1st Year Teacher Survey. That version of the survey is intended to gather 1st 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,

A handwritten signature in blue ink, appearing to read "Kelly Heineke", with a long horizontal line extending to the right.

Kelly Heineke

Director Educator Preparation Program Approval



Office of Accountability, Accreditation, & Program Approval
kelly.heineke@nebraska.gov



Pre-notice to Teachers

Date: March 4, 2020

To: [Teacher_Email]

Subject: Announcement of the 2020 Nebraska 1st 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 2020 Nebraska 1st Year Teacher Survey which will be sent via email to you on March 17, 2020. Our records indicate that you completed a teacher preparation program at a Nebraska institution and are completing your 1st full year of teaching in 2019-2020. This survey will specifically be directed to 1st 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. **One change of importance to note is that we have modified the survey this year to reflect the language used in the Nebraska Clinical Practice Assessment.**

If you believe you have received this email in error, please notify us by **March 13, 2020** at nde.research@nebraska.gov. This will allow us to direct the actual survey, which will be sent on **March 17, 2020** only to first year teachers, as defined above.

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

Please note that principals with 1st year teachers in their school buildings will also receive an invitation to participate in the 2020 Nebraska 1st Year Teacher Survey. That version of the survey is intended to obtain administrator perceptions regarding the effectiveness of the teacher preparation institution in preparing 1st year teachers to be classroom-ready.

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

Sincerely,

A handwritten signature in blue ink, appearing to read "Kelly Heineke", followed by a horizontal line.

Kelly Heineke

Director Educator Preparation Program Approval
Office of Accountability, Accreditation, & Program Approval
kelly.heineke@nebraska.gov



Email Invitation to Principals

Date: March 17, 2020

To: [Principal_Email]

Subject: 2020 Nebraska 1st 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 2020 Nebraska 1st Year Teacher survey, for which you should have received an advance notice email on **March 4, 2020**. You will receive a separate survey invitation via email for each teacher in your building that will complete their 1st full year of teaching in 2019-2020 on a regular initial teaching certificate. The survey is designed to gather your input regarding **the extent to which you find the 1st 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. **One change of importance to note is that we have modified the survey this year to reflect the language used in the Nebraska Clinical Practice Assessment.**

Please complete the survey, which we anticipate will take approximately 10 minutes, for the following 1st 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 1st Year Teacher Survey. The survey will close on **April 10, 2020, 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.

Sincerely,



A handwritten signature in blue ink, appearing to read "Kelly Heineke", with a long horizontal line extending to the right.

Kelly Heineke
Director Educator Preparation Program Approval
Office of Accountability, Accreditation, & Program Approval
kelly.heineke@nebraska.gov



Email Invitation to Teachers

Date: March 17, 2020

To: [Teacher_Email]

Subject: 2020 Nebraska 1st 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 1st full year of teaching in 2019-2020 on a regular initial teaching certificate, NDE is requesting your participation in the 2020 Nebraska 1st Year Teacher survey, for which you should have received an advance notice email on March 4, 2020. 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. **One change of importance to note is that we have modified the survey this year to reflect the language used in the Nebraska Clinical Practice Assessment.**

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 1st Year Teacher Survey. The survey will close on **April 10, 2020, 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.

Sincerely,

A handwritten signature in blue ink, appearing to read "Kelly Heineke", followed by a horizontal line.

Kelly Heineke

Director Educator Preparation Program Approval
Office of Accountability, Accreditation, & Program Approval
kelly.heineke@nebraska.gov



Pre-notice to Institutions

Date: March 17, 2020

To: [Institution Contacts]

Subject: 2020 Nebraska 1st Year Teacher Survey Released Today

Attachments: PrincipalInvite.pdf, TeacherInvite.pdf

Good morning,

I wanted to let you know that the survey for Nebraska 1st year teachers prepared by Nebraska institutions was sent today. Please note that this year, we are requesting both principals and 1st year teachers themselves to fill out the survey. Attached are the texts of the survey invitation that was sent via email to principals and 1st year teachers. **One change of importance to note is that we have modified the survey this year to reflect the language used in the Nebraska Clinical Practice Assessment.**

We hope that, as in previous years, you are able to help us send the final reminder to principals/administrators and 1st year teachers (associated with your institution) on or about April 2, 2020. 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 26, 2020.

As always, THANK YOU for your continued support.

Sincerely,

A handwritten signature in blue ink, appearing to read "Kelly Heineke", followed by a horizontal line.

Kelly Heineke

Director Educator Preparation Program Approval

Office of Accountability, Accreditation, & Program Approval

kelly.heineke@nebraska.gov



Bulletin Announcement

Date: Every Thursday, March 19 – April 9, 2020

To: [NDE Bulletin Recipients]

Subject: 2020 Nebraska 1st Year Teacher Survey

Contact: nde.research@nebraska.gov

Nebraska 1st year teachers who completed their teacher preparation program at a Nebraska institution, and school principals of these 1st year teachers, were sent an email invitation on March 17, 2020 to complete the 2020 Nebraska 1st Year Teacher Survey. The intent of the Nebraska 1st Year Teacher Survey is to obtain critical and consistent program effectiveness information from P-12 school partners that will be used by Nebraska teacher preparation institutions and the Nebraska Department of Education for continuous improvement. If you have received the email invitation and have completed the survey, we thank you for your time. If you have received the email invitation but have yet to complete the survey, please do so by **April 10, 2020**.



Email Reminder to Principals

Date: March 26, 2020

To: [Principal_Email]

Subject: Reminder: 2020 Nebraska 1st Year Teacher Survey

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

On March 17, we sent you an email invitation to participate in the 2020 Nebraska 1st Year Teacher Survey. This survey is important as it provides Nebraska educator preparation institutions with your perceptions regarding the extent to which the 1st year teacher(s) employed by your system was effectively prepared by a Nebraska institution. To the best of our knowledge, you have yet to respond to this survey. We are reaching out to you again because **your response is very important to us.**

The survey should take approximately 10 minutes to complete. Your responses to this survey will not be shared with individual teachers. Information will be compiled and shared with the respective teacher preparation institutions. Please complete the survey by **April 10, 2020.**

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,

A handwritten signature in blue ink, appearing to read "Kelly Heineke", followed by a horizontal line.

Kelly Heineke

Director Educator Preparation Program Approval

Office of Accountability, Accreditation, & Program Approval

kelly.heineke@nebraska.gov



Email Reminder to Teachers

Date: March 26, 2020

To: [Teacher_Email]

Subject: Reminder: 2020 Nebraska 1st Year Teacher Survey

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

On March 17, we sent you an email invitation to participate in the 2020 Nebraska 1st Year Teacher Survey. This survey is important as it provides Nebraska educator preparation institutions with your perceptions regarding the extent to which you believe you were effectively prepared by a Nebraska institution for teaching in the school system. To the best of our knowledge, you have yet to respond to this survey. We are reaching out to you again because **your response is very important to us.**

The survey should take approximately 10 minutes to complete. Public reports will only use aggregated data and will not identify individual teachers. Please complete the survey by **April 10, 2020.**

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,

A handwritten signature in blue ink, appearing to read "Kelly Heineke", with a horizontal line extending to the right.

Kelly Heineke

Director Educator Preparation Program Approval

Office of Accountability, Accreditation, & Program Approval

kelly.heineke@nebraska.gov



Help Request: Final Email Reminder

Date: April 6, 2020

To: [Institution Contacts]

Subject: Reminder Help: 2020 Nebraska 1st Year Teacher Survey

Attachment: List.xls

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

On March 17, we sent you an email invitation to participate in the 2020 Nebraska 1st Year Teacher Survey. This survey is important as it provides Nebraska educator preparation institutions with your perceptions regarding the extent to which the 1st year teacher(s) employed by your system was effectively prepared by a Nebraska institution. To the best of our knowledge, you have yet to respond to this survey. We are reaching out to you again because **your response is very important to us.**

The survey should take approximately 10 minutes to complete. Your responses to this survey will not be shared with individual teachers. Information will be compiled and shared with the respective teacher preparation institutions. Please complete the survey by **April 10, 2020.**

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,

A handwritten signature in blue ink, appearing to read "Kelly Heineke", followed by a long horizontal line.

Kelly Heineke

Director Educator Preparation Program Approval

Office of Accountability, Accreditation, & Program Approval

kelly.heineke@nebraska.gov

Table 10. Average Responses for Each Standard within an Indicator

	Principals	Teachers
Standard 1.1	2.0451	2.1460
Standard 2.1	1.9023	2.0000
Standard 3.1	2.1278	2.2581
Standard 4.1	2.1558	2.1911
Standard 5.1	1.8841	1.9898
Standard 5.2	1.9266	2.0163
Standard 6.1	2.0253	2.1138
Standard 6.2	2.0127	2.1055
Standard 7.1	2.1212	2.2150
Standard 8.1	2.0176	2.0325
Standard 8.2	1.9698	2.0143
Standard 8.3	2.0653	2.1898
Standard 9.1	2.2481	2.4888
Standard 10.1	2.2055	2.5610
Standard 10.2	2.1935	2.5325

Table 11. T-test Results of Indicators

Indicator	t-value (p-value)
1. Learner Development	-2.490 (0.006)
2. Learning Differences	-2.164 (0.015)
3. Learning Environments	-2.700 (0.003)
4. Content Knowledge	-0.893 (0.185)
5. Application of Content	-2.259 (0.012)
6. Assessment	-2.329 (0.010)
7. Planning for Instruction	-2.147 (0.016)
8. Instructional Strategies	-1.567 (0.058)
9. Professional Learning and Ethical Practice	-5.996 (0.001)
10. Leadership and Collaboration	-8.907 (0.001)

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

Indicator 1. Learner Development (Principals)

Correlation Coefficient	Standard 1.1
Standard 1.1	1.00

Indicator 2. Learner Differences (Principals)

Correlation Coefficient	Standard 2.1
Standard 2.1	1.00

Indicator 3. Learning Environments (Principals)

Correlation Coefficient	Standard 3.1
Standard 3.1	1.00

Indicator 4. Content Knowledge (Principals)

Correlation Coefficient	Standard 4.1
Standard 4.1	1.00

Indicator 5. Application of Content (Principals)

Correlation Coefficient	Standard 5.1	Standard 5.2
Standard 5.1	1.00	
Standard 5.2	0.80	1.00

Indicator 6. Assessment (Principals)

Correlation Coefficient	Standard 6.1	Standard 6.2
Standard 6.1	1.00	
Standard 6.2	0.85	1.00

Indicator 7. Planning for Instruction (Principals)

Correlation Coefficient	Standard 7.1
Standard 7.1	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	0.62	1.00	
Standard 8.3	0.59	0.71	1.00

Indicator 9. Professional Learning and Ethical Practice (Principals)

Correlation Coefficient	Standard 9.1
Standard 9.1	1.00

Indicator 10. Leadership and Collaboration (Principals)

Correlation Coefficient	Standard 10.1	Standard 10.2
Standard 10.1	1.00	
Standard 10.2	0.84	1.00

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

Indicator 1. Learner Development (Teachers)

Correlation Coefficient	Standard 1.1
Standard 1.1	1.00

Indicator 2. Learner Differences (Teachers)

Correlation Coefficient	Standard 2.1
Standard 2.1	1.00

Indicator 3. Learning Environments (Teachers)

Correlation Coefficient	Standard 3.1
Standard 3.1	1.00

Indicator 4. Content Knowledge (Teachers)

Correlation Coefficient	Standard 4.1
Standard 4.1	1.00

Indicator 5. Application of Content (Teachers)

Correlation Coefficient	Standard 5.1	Standard 5.2
Standard 5.1	1.00	
Standard 5.2	0.65	1.00

Indicator 6. Assessment (Teachers)

Correlation Coefficient	Standard 6.1	Standard 6.2
Standard 6.1	1.00	
Standard 6.2	0.76	1.00

Indicator 7. Planning for Instruction (Teachers)

Correlation Coefficient	Standard 7.1
Standard 7.1	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	0.43	1.00	
Standard 8.3	0.44	0.53	1.00

Indicator 9. Professional Learning and Ethical Practice (Teachers)

Correlation Coefficient	Standard 9.1
Standard 9.1	1.00

Indicator 10. Leadership and Collaboration (Teachers)

Correlation Coefficient	Standard 10.1	Standard 10.2
Standard 10.1	1.00	
Standard 10.2	0.85	1.00

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

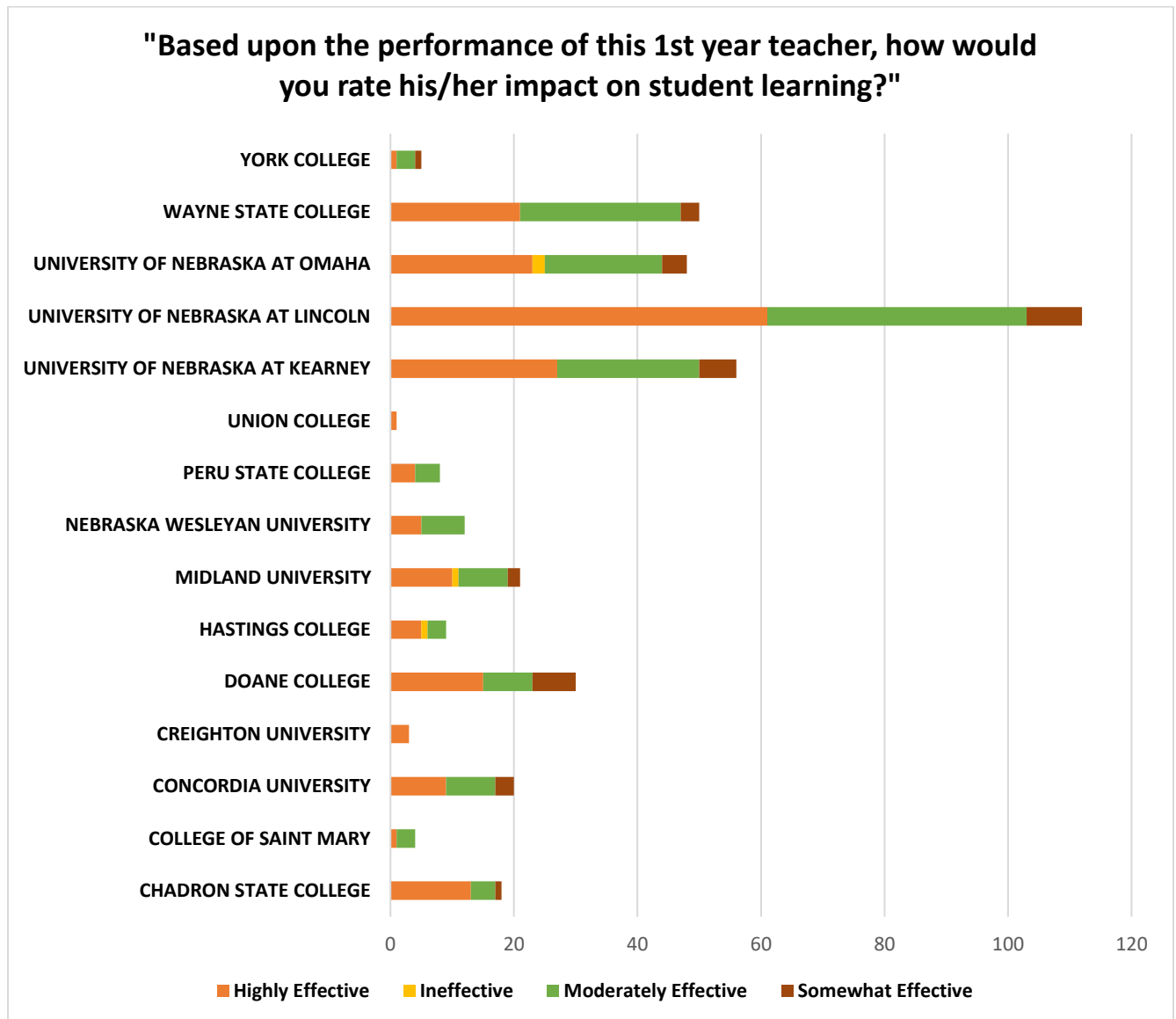


Figure 12. Responses to Question 12 by Preparation Institution (Principals)

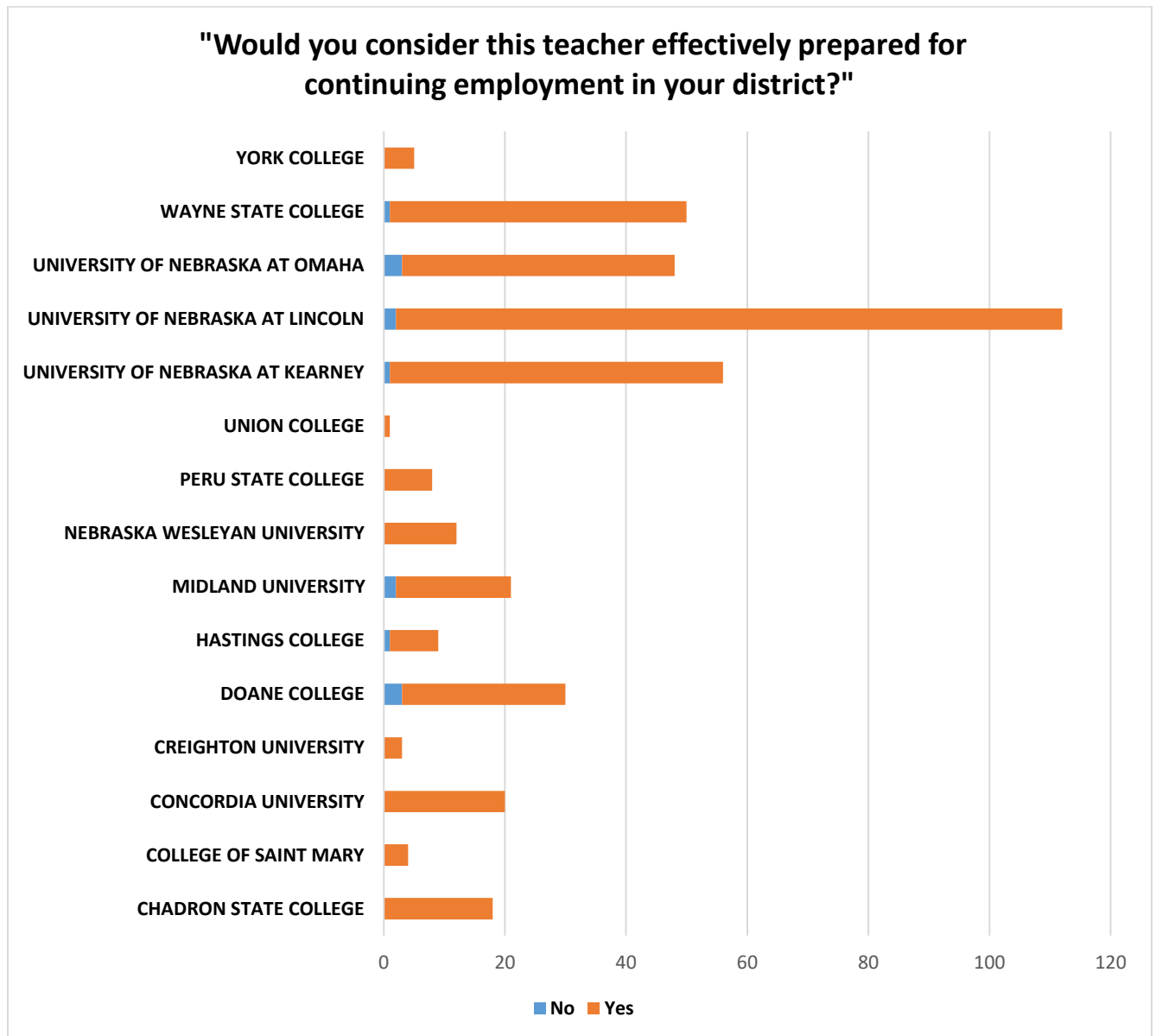


Figure 13. Responses to Question 12 by Preparation Institution (Teachers)

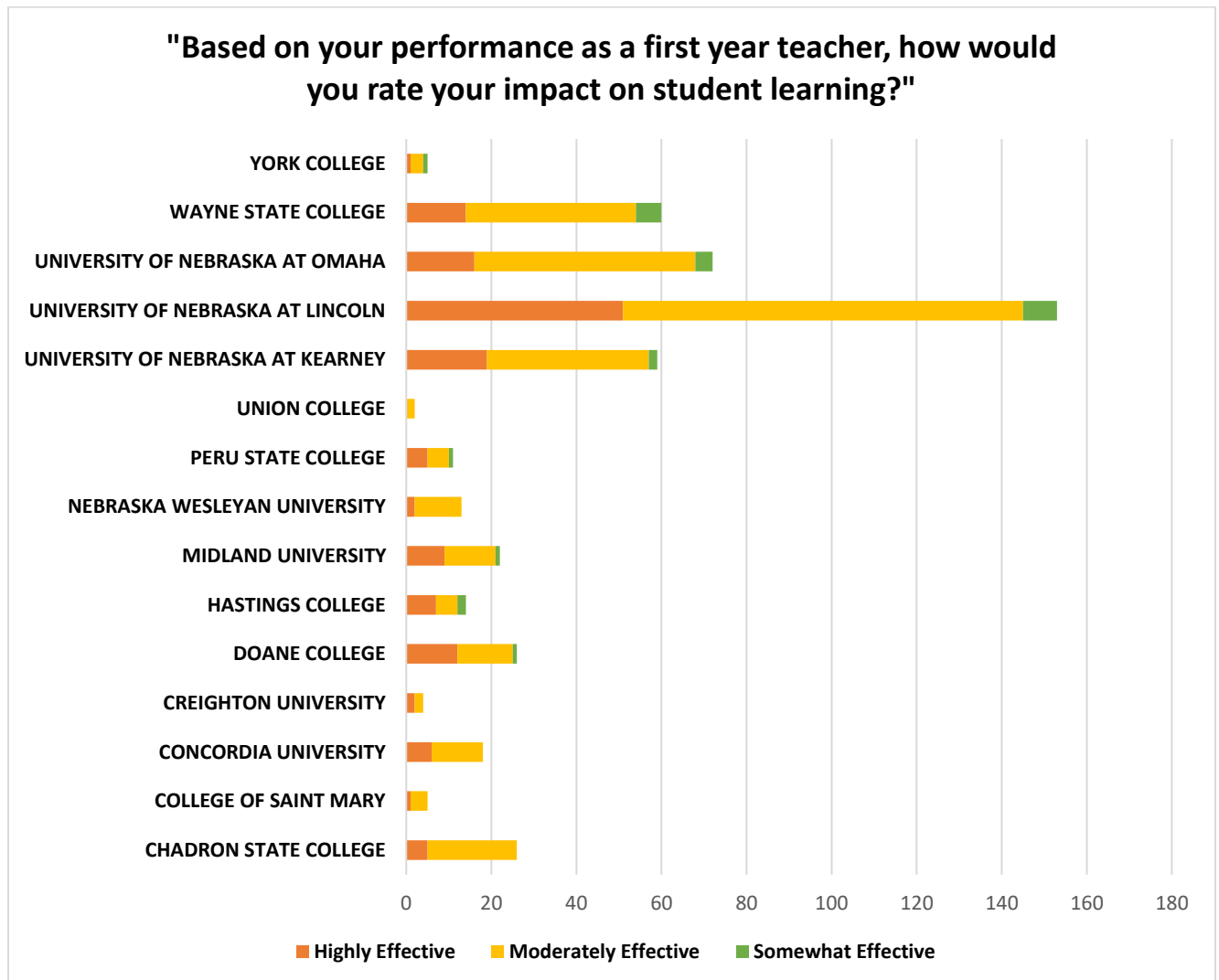


Figure 14. Responses to Question 12 by Preparation Institution (Teacher)

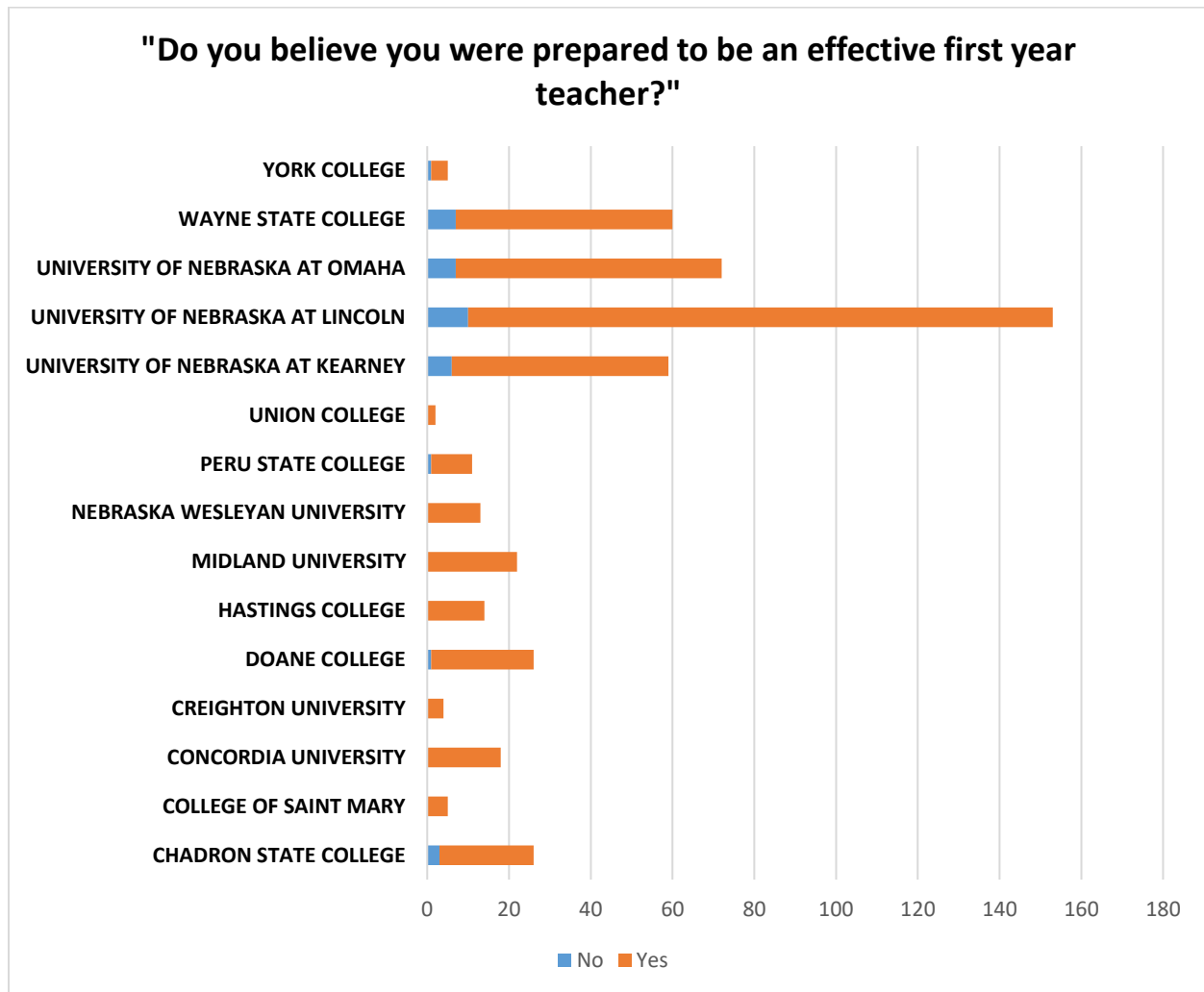


Figure 15. Survey Responses by Endorsement Type (Principals)

STATEWIDE (PRINCIPALS NFYTS 2020)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
Standard 1.1	Content Endorsements	35	19.23%	110	60.44%	34	18.68%	3	1.65%	182
	Early Childhood	17	21.25%	52	65.00%	11	13.75%	0	0.00%	80
	Elementary	22	26.19%	53	63.10%	9	10.71%	0	0.00%	84
	Middle Grades	0	0.00%	9	100.00%	0	0.00%	0	0.00%	9
	Special Education	10	22.73%	28	63.64%	6	13.64%	0	0.00%	44
	Total	84	21.05%	252	63.16%	60	15.04%	3	0.75%	399
Standard 2.1	Content Endorsements	30	16.48%	102	56.04%	48	26.37%	2	1.10%	182
	Early Childhood	15	18.75%	42	52.50%	23	28.75%	0	0.00%	80
	Elementary	19	22.62%	45	53.57%	19	22.62%	1	1.19%	84
	Middle Grades	0	0.00%	6	66.67%	3	33.33%	0	0.00%	9
	Special Education	7	15.91%	27	61.36%	9	20.45%	1	2.27%	44
	Total	71	17.79%	222	55.64%	102	25.56%	4	1.00%	399
Standard 3.1	Content Endorsements	58	31.87%	86	47.25%	34	18.68%	4	2.20%	182
	Early Childhood	31	38.75%	35	43.75%	14	17.50%	0	0.00%	80
	Elementary	30	35.71%	40	47.62%	12	14.29%	2	2.38%	84
	Middle Grades	1	11.11%	8	88.89%	0	0.00%	0	0.00%	9
	Special Education	12	27.27%	23	52.27%	9	20.45%	0	0.00%	44
	Total	132	33.08%	192	48.12%	69	17.29%	6	1.50%	399
Standard 4.1	Content Endorsements	53	29.12%	114	62.64%	15	8.24%	0	0.00%	182
	Early Childhood	21	26.25%	52	65.00%	7	8.75%	0	0.00%	80
	Elementary	16	19.28%	59	71.08%	8	9.64%	0	0.00%	83
	Middle Grades	1	11.11%	7	77.78%	1	0.00%	0	0.00%	9
	Special Education	8	18.18%	31	70.45%	4	9.09%	1	2.27%	44
	Total	99	24.87%	263	66.08%	35	8.79%	1	0.25%	398
Standard 5.1	Content Endorsements	33	18.23%	99	54.70%	46	25.41%	3	1.66%	181
	Early Childhood	17	21.52%	37	46.84%	25	31.65%	0	0.00%	79
	Elementary	19	22.62%	44	52.38%	20	23.81%	1	1.19%	84
	Middle Grades	0	0.00%	7	77.78%	2	22.22%	0	0.00%	9

STATEWIDE (PRINCIPALS NFYTS 2020)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Special Education	5	11.36%	21	47.73%	17	38.64%	1	2.27%	44
	Total	74	18.64%	208	52.39%	110	27.71%	5	1.26%	397
Standard 5.2	Content Endorsements	29	16.11%	103	57.22%	43	23.89%	5	2.78%	180
	Early Childhood	16	20.00%	46	57.50%	18	22.50%	0	0.00%	80
	Elementary	20	24.39%	47	57.32%	15	18.29%	0	0.00%	82
	Middle Grades	0	0.00%	6	66.67%	3	33.33%	0	0.00%	9
	Special Education	7	15.91%	26	59.09%	10	22.73%	1	2.27%	44
	Total	72	18.23%	228	57.72%	89	22.53%	6	1.52%	395
Standard 6.1	Content Endorsements	29	16.11%	128	71.11%	20	11.11%	3	1.67%	180
	Early Childhood	17	21.52%	53	67.09%	9	11.39%	0	0.00%	79
	Elementary	16	19.05%	56	66.67%	12	14.29%	0	0.00%	84
	Middle Grades	1	11.11%	5	55.56%	3	33.33%	0	0.00%	9
	Special Education	5	11.36%	31	70.45%	8	18.18%	0	0.00%	44
	Total	68	17.17%	273	68.94%	52	13.13%	3	0.76%	396
Standard 6.2	Content Endorsements	35	19.44%	115	63.89%	27	15.00%	3	1.67%	180
	Early Childhood	17	21.52%	49	62.03%	13	16.46%	0	0.00%	79
	Elementary	19	22.89%	47	56.63%	17	20.48%	0	0.00%	83
	Middle Grades	1	11.11%	5	55.56%	3	0.00%	0	0.00%	9
	Special Education	5	11.36%	33	75.00%	6	13.64%	0	0.00%	44
	Total	77	19.49%	249	63.04%	66	16.71%	3	0.76%	395
Standard 7.1	Content Endorsements	48	26.52%	110	60.77%	20	11.05%	3	1.66%	181
	Early Childhood	22	27.85%	46	58.23%	10	12.66%	1	1.27%	79
	Elementary	21	25.30%	50	60.24%	12	14.46%	0	0.00%	83
	Middle Grades	2	22.22%	7	77.78%	0	0.00%	0	0.00%	9
	Special Education	11	25.00%	27	61.36%	6	13.64%	0	0.00%	44
	Total	104	26.26%	240	60.61%	48	12.12%	4	1.01%	396
Standard 8.1	Content Endorsements	53	29.12%	93	51.10%	34	18.68%	2	1.10%	182
	Early Childhood	15	18.75%	44	55.00%	21	26.25%	0	0.00%	80
	Elementary	23	27.71%	46	55.42%	13	15.66%	1	1.20%	83
	Middle Grades	0	0.00%	8	88.89%	1	11.11%	0	0.00%	9

STATEWIDE (PRINCIPALS NFYTS 2020)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Special Education	7	15.91%	23	52.27%	12	27.27%	2	4.55%	44
	Total	98	24.62%	214	53.77%	81	20.35%	5	1.26%	398
Standard 8.2	Content Endorsements	32	17.58%	112	61.54%	36	19.78%	2	1.10%	182
	Early Childhood	13	16.67%	53	67.95%	12	15.38%	0	0.00%	78
	Elementary	19	22.62%	49	58.33%	16	19.05%	0	0.00%	84
	Middle Grades	0	0.00%	8	88.89%	1	11.11%	0	0.00%	9
	Special Education	4	9.09%	30	68.18%	9	20.45%	1	2.27%	44
	Total	68	17.13%	252	63.48%	74	18.64%	3	0.76%	397
Standard 8.3	Content Endorsements	53	29.12%	96	52.75%	31	17.03%	2	1.10%	182
	Early Childhood	18	22.78%	45	56.96%	16	20.25%	0	0.00%	79
	Elementary	25	29.76%	43	51.19%	14	16.67%	2	2.38%	84
	Middle Grades	0	0.00%	9	100.00%	0	0.00%	0	0.00%	9
	Special Education	9	20.45%	25	56.82%	10	22.73%	0	0.00%	44
	Total	105	26.38%	218	54.77%	71	17.84%	4	1.01%	398
Standard 9.1	Content Endorsements	64	35.16%	103	56.59%	12	6.59%	3	1.65%	182
	Early Childhood	27	33.75%	45	56.25%	8	10.00%	0	0.00%	80
	Elementary	30	35.71%	47	55.95%	6	7.14%	1	1.19%	84
	Middle Grades	3	33.33%	6	66.67%	0	0.00%	0	0.00%	9
	Special Education	17	38.64%	22	50.00%	5	11.36%	0	0.00%	44
	Total	141	35.34%	223	55.89%	31	7.77%	4	1.00%	399
Standard 10.1	Content Endorsements	67	36.81%	96	52.75%	16	8.79%	3	1.65%	182
	Early Childhood	24	30.00%	47	58.75%	8	10.00%	1	1.25%	80
	Elementary	28	33.33%	44	52.38%	11	13.10%	1	1.19%	84
	Middle Grades	4	44.44%	3	33.33%	2	22.22%	0	0.00%	9
	Special Education	11	25.00%	28	63.64%	5	11.36%	0	0.00%	44
	Total	134	33.58%	218	54.64%	42	10.53%	5	1.25%	399
Standard 10.2	Content Endorsements	57	31.49%	107	59.12%	13	7.18%	4	2.21%	181
	Early Childhood	27	33.75%	47	58.75%	5	6.25%	1	1.25%	80
	Elementary	25	29.76%	50	59.52%	8	9.52%	1	1.19%	84
	Middle Grades	2	22.22%	6	66.67%	1	11.11%	0	0.00%	9

STATEWIDE (PRINCIPALS NFYTS 2020)

	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Special Education	11	25.00%	27	61.36%	6	13.64%	0	0.00%	44
	Total	122	30.65%	237	59.55%	33	8.29%	6	1.51%	398

Figure 16. Survey Responses by Endorsement Type (Teachers)

STATEWIDE (TEACHERS NFYTS 2020)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
Standard 1.1	Content Endorsements	46	21.80%	142	67.30%	23	10.90%	0	0.00%	211
	Early Childhood	35	32.71%	61	57.01%	10	9.35%	1	0.93%	107
	Elementary	18	16.07%	83	74.11%	11	9.82%	0	0.00%	112
	Middle Grades	4	33.33%	8	66.67%	0	0.00%	0	0.00%	12
	Special Education	18	35.29%	30	58.82%	3	5.88%	0	0.00%	51
	Total	121	24.54%	324	65.72%	47	9.53%	1	0.20%	493
Standard 2.1	Content Endorsements	38	18.01%	116	54.98%	55	26.07%	2	0.95%	211
	Early Childhood	26	24.30%	70	65.42%	11	10.28%	0	0.00%	107
	Elementary	18	16.07%	71	63.39%	23	20.54%	0	0.00%	112
	Middle Grades	1	8.33%	7	58.33%	4	33.33%	0	0.00%	12
	Special Education	21	41.18%	23	45.10%	7	13.73%	0	0.00%	51
	Total	104	21.10%	287	58.22%	100	20.28%	2	0.41%	493
Standard 3.1	Content Endorsements	79	37.44%	105	49.76%	24	11.37%	3	1.42%	211
	Early Childhood	44	41.51%	49	46.23%	13	12.26%	0	0.00%	106
	Elementary	38	33.93%	61	54.46%	11	9.82%	2	1.79%	112
	Middle Grades	4	33.33%	4	33.33%	4	33.33%	0	0.00%	12
	Special Education	25	49.02%	25	49.02%	1	1.96%	0	0.00%	51
	Total	190	38.62%	244	49.59%	53	10.77%	5	1.02%	492
Standard 4.1	Content Endorsements	82	39.05%	113	53.81%	15	7.14%	0	0.00%	210
	Early Childhood	27	25.23%	65	60.75%	15	14.02%	0	0.00%	107
	Elementary	21	18.75%	77	68.75%	13	11.61%	1	0.89%	112
	Middle Grades	6	50.00%	6	50.00%	0	0.00%	0	0.00%	12
	Special Education	9	17.65%	36	70.59%	6	11.76%	0	0.00%	51
	Total	145	29.47%	297	60.37%	49	9.96%	1	0.20%	492
Standard 5.1	Content Endorsements	51	24.29%	116	55.24%	43	20.48%	0	0.00%	210
	Early Childhood	19	17.92%	59	55.66%	28	26.42%	0	0.00%	106
	Elementary	21	18.75%	67	59.82%	24	21.43%	0	0.00%	112
	Middle Grades	4	33.33%	3	25.00%	5	41.67%	0	0.00%	12
	Special Education	11	21.57%	29	56.86%	11	21.57%	0	0.00%	51
	Total	106	21.59%	275	56.01%	111	22.61%	0	0.00%	491
Standard 5.2	Content Endorsements	46	21.90%	130	61.90%	34	16.19%	0	0.00%	210
	Early Childhood	19	17.76%	66	61.68%	22	20.56%	0	0.00%	107
	Elementary	17	15.18%	73	65.18%	22	19.64%	0	0.00%	112
	Middle Grades	3	27.27%	7	63.64%	1	9.09%	0	0.00%	11
	Special Education	11	21.57%	31	60.78%	9	17.65%	0	0.00%	51
	Total	96	19.55%	307	62.53%	88	17.92%	0	0.00%	491
Standard 6.1	Content Endorsements	55	26.07%	123	58.29%	32	15.17%	1	0.47%	211

STATEWIDE (TEACHERS NFYTS 2020)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Early Childhood	27	25.23%	68	63.55%	11	10.28%	1	0.93%	107
	Elementary	23	20.72%	75	67.57%	13	11.71%	0	0.00%	111
	Middle Grades	4	33.33%	8	66.67%	0	0.00%	0	0.00%	12
	Special Education	13	25.49%	32	62.75%	6	11.76%	0	0.00%	51
	Total	122	24.80%	306	62.20%	62	12.60%	2	0.41%	492
Standard 6.2	Content Endorsements	55	26.07%	124	58.77%	31	14.69%	1	0.47%	211
	Early Childhood	27	25.23%	69	64.49%	11	10.28%	0	0.00%	107
	Elementary	19	16.96%	78	69.64%	15	13.39%	0	0.00%	112
	Middle Grades	3	25.00%	9	75.00%	0	0.00%	0	0.00%	12
	Special Education	14	27.45%	30	58.82%	7	13.73%	0	0.00%	51
	Total	118	23.94%	310	62.88%	64	12.98%	1	0.20%	493
Standard 7.1	Content Endorsements	75	35.55%	108	51.18%	27	12.80%	1	0.47%	211
	Early Childhood	33	30.84%	63	58.88%	9	8.41%	2	1.87%	107
	Elementary	33	29.46%	65	58.04%	13	11.61%	1	0.89%	112
	Middle Grades	6	50.00%	6	50.00%	0	0.00%	0	0.00%	12
	Special Education	19	37.25%	29	56.86%	3	5.88%	0	0.00%	51
	Total	166	33.67%	271	54.97%	52	10.55%	4	0.81%	493
Standard 8.1	Content Endorsements	65	30.81%	96	45.50%	48	22.75%	2	0.95%	211
	Early Childhood	31	28.97%	50	46.73%	24	22.43%	2	1.87%	107
	Elementary	23	20.54%	64	57.14%	23	20.54%	2	1.79%	112
	Middle Grades	6	50.00%	5	41.67%	1	8.33%	0	0.00%	12
	Special Education	14	28.00%	21	42.00%	15	30.00%	0	0.00%	50
	Total	139	28.25%	236	47.97%	111	22.56%	6	1.22%	492
Standard 8.2	Content Endorsements	53	25.24%	113	53.81%	44	20.95%	0	0.00%	210
	Early Childhood	23	21.70%	67	63.21%	16	15.09%	0	0.00%	106
	Elementary	15	13.51%	67	60.36%	28	25.23%	1	0.90%	111
	Middle Grades	4	33.33%	6	50.00%	2	16.67%	0	0.00%	12
	Special Education	13	25.49%	29	56.86%	9	17.65%	0	0.00%	51
	Total	108	22.04%	282	57.55%	99	20.20%	1	0.20%	490
Standard 8.3	Content Endorsements	64	30.48%	114	54.29%	32	15.24%	0	0.00%	210
	Early Childhood	36	33.96%	59	55.66%	10	9.43%	1	0.94%	106
	Elementary	29	26.13%	74	66.67%	8	7.21%	0	0.00%	111
	Middle Grades	4	33.33%	6	50.00%	2	16.67%	0	0.00%	12
	Special Education	20	39.22%	25	49.02%	6	11.76%	0	0.00%	51
	Total	153	31.22%	278	56.73%	58	11.84%	1	0.20%	490
Standard 9.1	Content Endorsements	115	54.50%	92	43.60%	4	1.90%	0	0.00%	211
	Early Childhood	58	54.21%	45	42.06%	4	3.74%	0	0.00%	107
	Elementary	40	36.04%	66	59.46%	5	4.50%	0	0.00%	111
	Middle Grades	8	66.67%	4	33.33%	0	0.00%	0	0.00%	12

STATEWIDE (TEACHERS NFYTS 2020)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Special Education	32	64.00%	18	36.00%	0	0.00%	0	0.00%	50
	Total	253	51.53%	225	45.82%	13	2.65%	0	0.00%	491
Standard 10.1	Content Endorsements	126	60.00%	79	37.62%	5	2.38%	0	0.00%	210
	Early Childhood	64	59.81%	43	40.19%	0	0.00%	0	0.00%	107
	Elementary	56	50.00%	54	48.21%	2	1.79%	0	0.00%	112
	Middle Grades	8	66.67%	4	33.33%	0	0.00%	0	0.00%	12
	Special Education	29	56.86%	22	43.14%	0	0.00%	0	0.00%	51
	Total	283	57.52%	202	41.06%	7	1.42%	0	0.00%	492
Standard 10.2	Content Endorsements	120	57.14%	86	40.95%	4	1.90%	0	0.00%	210
	Early Childhood	62	57.94%	44	41.12%	1	0.93%	0	0.00%	107
	Elementary	51	45.54%	59	52.68%	2	1.79%	0	0.00%	112
	Middle Grades	8	66.67%	4	33.33%	0	0.00%	0	0.00%	12
	Special Education	30	58.82%	19	37.25%	2	3.92%	0	0.00%	51
	Total	271	55.08%	212	43.09%	9	1.83%	0	0.00%	492