



# **2020 Nebraska Third Year Teacher Survey: Summary Report**

July 6, 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 early February to late February 2020. This year marks the third successful implementation of the survey, with the survey being sent to principals for the third time and third year teachers for the second. Surveys were distributed to the principals of third year teachers, and to the third 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](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 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: Advanced, Proficient, Developing, or Below Standard. All 25 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 third 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 NTYTS 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 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 30<sup>th</sup> to HR/Institutional Research staff, principals, and teachers. The survey email invitation was also sent out on February 4<sup>th</sup> with subsequent email reminders sent on February 13<sup>th</sup>, February 20<sup>nd</sup>, and February 24<sup>th</sup>. The survey finally closed on February 28<sup>th</sup>. Full details of the survey protocol consisting of the timeline and email messages can be found in the Appendix.

In total, 607 surveys were distributed to principals and 456 were returned, resulting in a response rate of 75.12%. This response rate represents a 5.88% decrease from that of last year's NTYTS administration. For teachers, 607 surveys were distributed and 358 were returned, resulting in a response rate of 58.98%. The response rate represents a significant 15.02% decrease from that of last year's NTYTS 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)**

	<b>Preparation Institution</b>	<b>Responses (n)</b>	<b>Sample</b>	<b>Response Rate (%)</b>
1	Chadron State College	21	25	84.00%
2	College of Saint Mary	12	17	70.59%
3	Concordia University	17	19	89.47%
4	Creighton University	3	4	75.00%
5	Doane University	29	38	76.32%
6	Hastings College	22	27	81.48%
7	Midland University	17	24	70.83%
8	Nebraska Wesleyan University	10	18	55.56%
9	Peru State College	15	19	78.95%
10	Union College	1	1	100.00%
11	University of Nebraska at Kearney	77	95	81.05%
12	University of Nebraska at Lincoln	107	151	70.86%
13	University of Nebraska at Omaha	57	81	70.37%
14	Wayne State College	67	86	77.91%
15	York College	1	2	50.00%
	<b>Total</b>	456	607	75.12%

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

	<b>Preparation Institution</b>	<b>Responses (n)</b>	<b>Sample</b>	<b>Response Rate (%)</b>
1	Chadron State College	15	25	60.00%
2	College of Saint Mary	9	17	52.94%
3	Concordia University	13	19	68.42%
4	Creighton University	4	4	100.00%
5	Doane University	18	38	47.37%
6	Hastings College	17	27	62.96%
7	Midland University	17	24	70.83%
8	Nebraska Wesleyan University	10	18	55.56%
9	Peru State College	11	19	57.89%
10	Union College	1	1	100.00%
11	University of Nebraska at Kearney	61	95	64.21%
12	University of Nebraska at Lincoln	91	151	60.26%
13	University of Nebraska at Omaha	36	81	44.44%
14	Wayne State College	53	86	61.63%
15	York College	2	2	100.00%
	<b>Total</b>	358	607	58.98%

# Results

## Descriptive Statistics

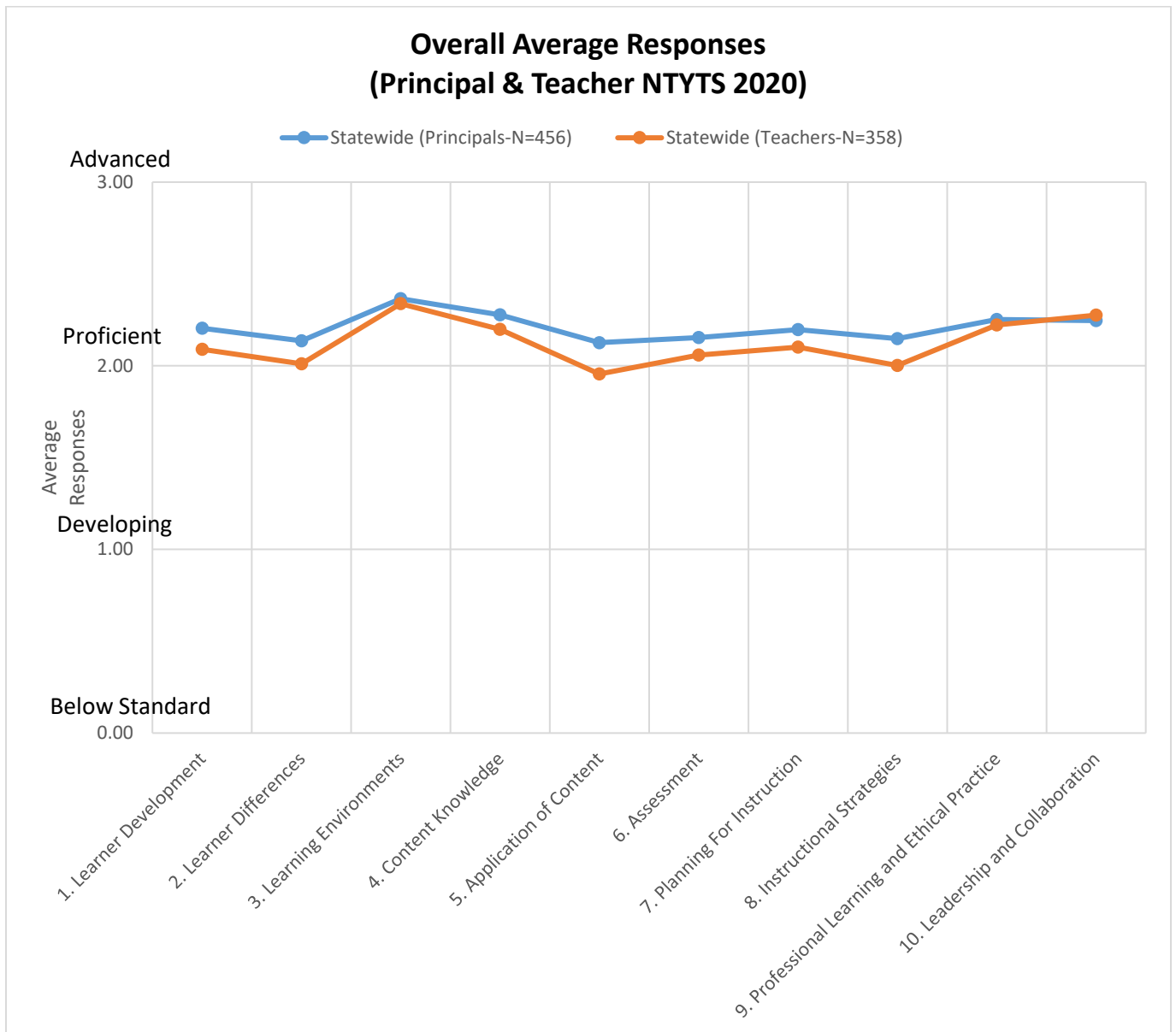
The survey results are displayed below in several figures. For the purpose of our analyses, the response options for both principals and teachers were given a numerical value (3=Advanced, 2=Proficient, 1=Developing, 0=Below Standard), summed by Standard Indicator category, and then averaged. Each preparation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

**Figure 1. Survey Standard Indicators**

<b>Standard 1: Learner Development</b> Standard 1.1 Use knowledge of students and their development and adjust teaching to facilitate learning. Standard 1.2 Build on student strengths to facilitate learning.
<b>Standard 2: Learning Differences</b> Standard 2.1 Identify differentiation in student. Standard 2.2 Respond to differentiation in student needs with individualized instruction and varied learning experiences. Standard 2.3 Bring multiple perspectives and cultural resource to content and discussions.
<b>Standard 3: Learning Environments</b> Standard 3.1 Promote a positive classroom environment. Standard 3.2 Use and communicate clear task and behavioral expectations to support an environment of learning.
<b>Standard 4: Content Knowledge</b> Standard 4.1 Use and communicate content knowledge. Standard 4.2 Use academic vocabulary and grammar. Standard 4.3 Provide opportunities for students to demonstrate their content knowledge.
<b>Standard 5: Application of Content</b> Standard 5.1 Help students link concepts and engage in critical thinking. Standard 5.2 Engage students in the development of literacy and communication skills.
<b>Standard 6: Assessment</b> Standard 6.1 Match instructions and assessments to learning objectives. Standard 6.2 Use formative and summative classroom assessments that facilitate learning. Standard 6.3 Amend instructional strategies and adapt interventions as needed. Standard 6.4 Provide differentiated instruction and assessments that positively impact learning.
<b>Standard 7: Planning for Instruction</b> Standard 7.1 Plan sequenced learning experiences and performance tasks linked to learning objectives. Standard 7.2 Plan and implement multiple ways for students to demonstrate their knowledge and skills.
<b>Standard 8: Instructional Strategies</b> Standard 8.1 Incorporate digital tools and technologies into instruction. Standard 8.2 Use evidence-based strategies to support critical thinking and content learning.

Standard 8.3 Organized and manage the learning environment to maximize student engagement.
<b>Standard 9: Professional Learning and Ethical Practice</b> Standard 9.1 Invite constructive feedback and respond positively. Standard 9.2 Set and implement goals to improve practice.
<b>Standard 10: Leadership and Collaboration</b> Standard 10.1 Communicate professionally – oral, written, and electronic Standard 10.2 Respond to people, problems and crises effectively

**Figure 2. Statewide Average Responses**



In Figure 2, the overall mean responses of teachers across 10 indicators fall slightly above 2 (“Proficient”). Additionally, the principal’s overall mean responses have a similar trend to teachers’ overall mean responses. However, principals tend to respond more positively than the third-year teachers. 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, 4, 5, 6, 7, and 8. On average, the principals rated teachers much higher than teachers rating themselves. The t-test results of all 10 indicators are displayed in Table 11 in the Appendix.



Figure 3. Average Responses by Endorsement Type (Principals)

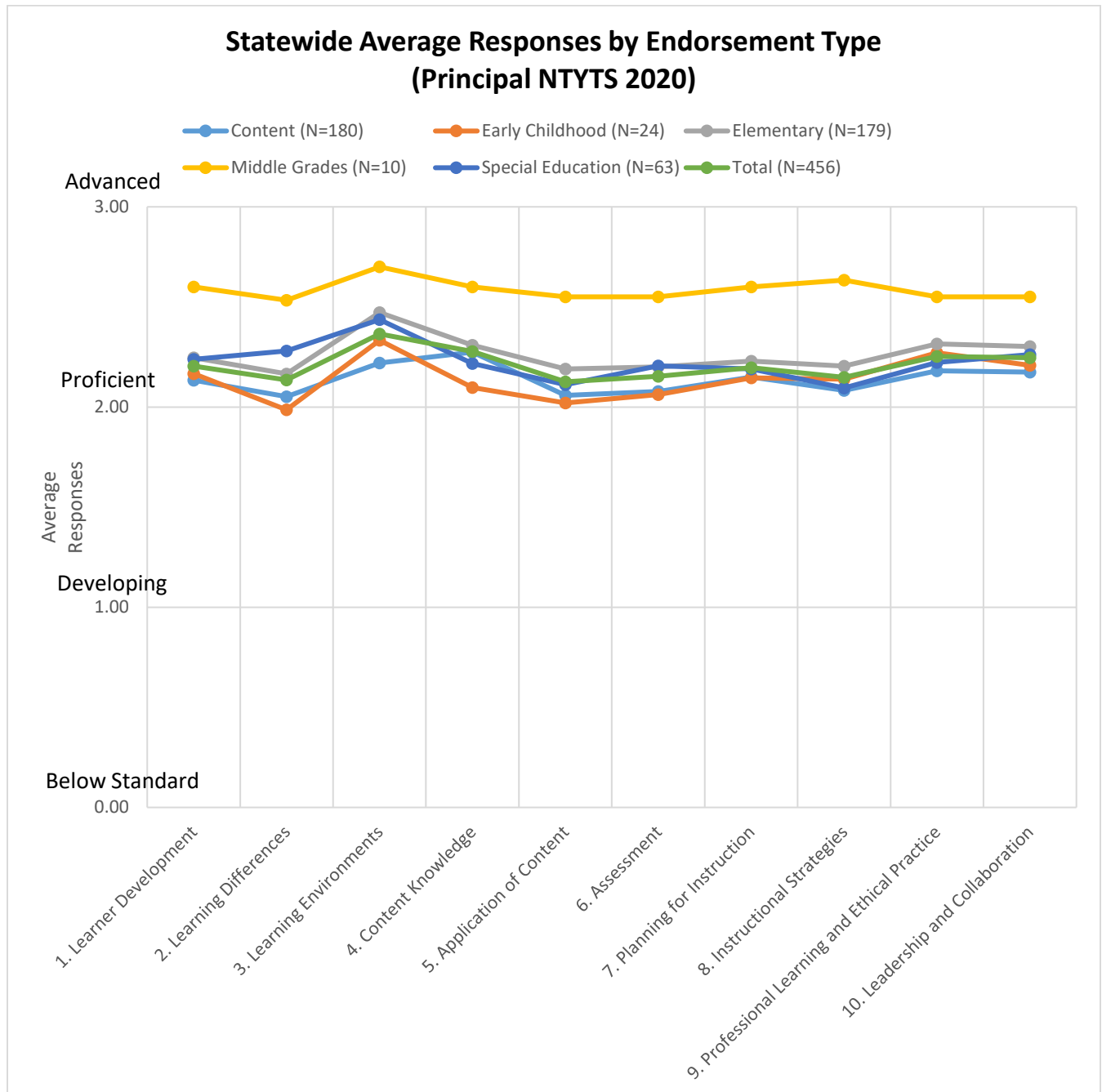


Figure 3 displays principals' mean responses categorized into 5 endorsement types that correspond to the majority of the third year teachers' school assignments. Third year teachers endorsed in Middle grades obtained the highest ratings on all 10 indicators. On the other hand, teachers with endorsements in Content and Early Childhood received the lowest ratings on 5 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)

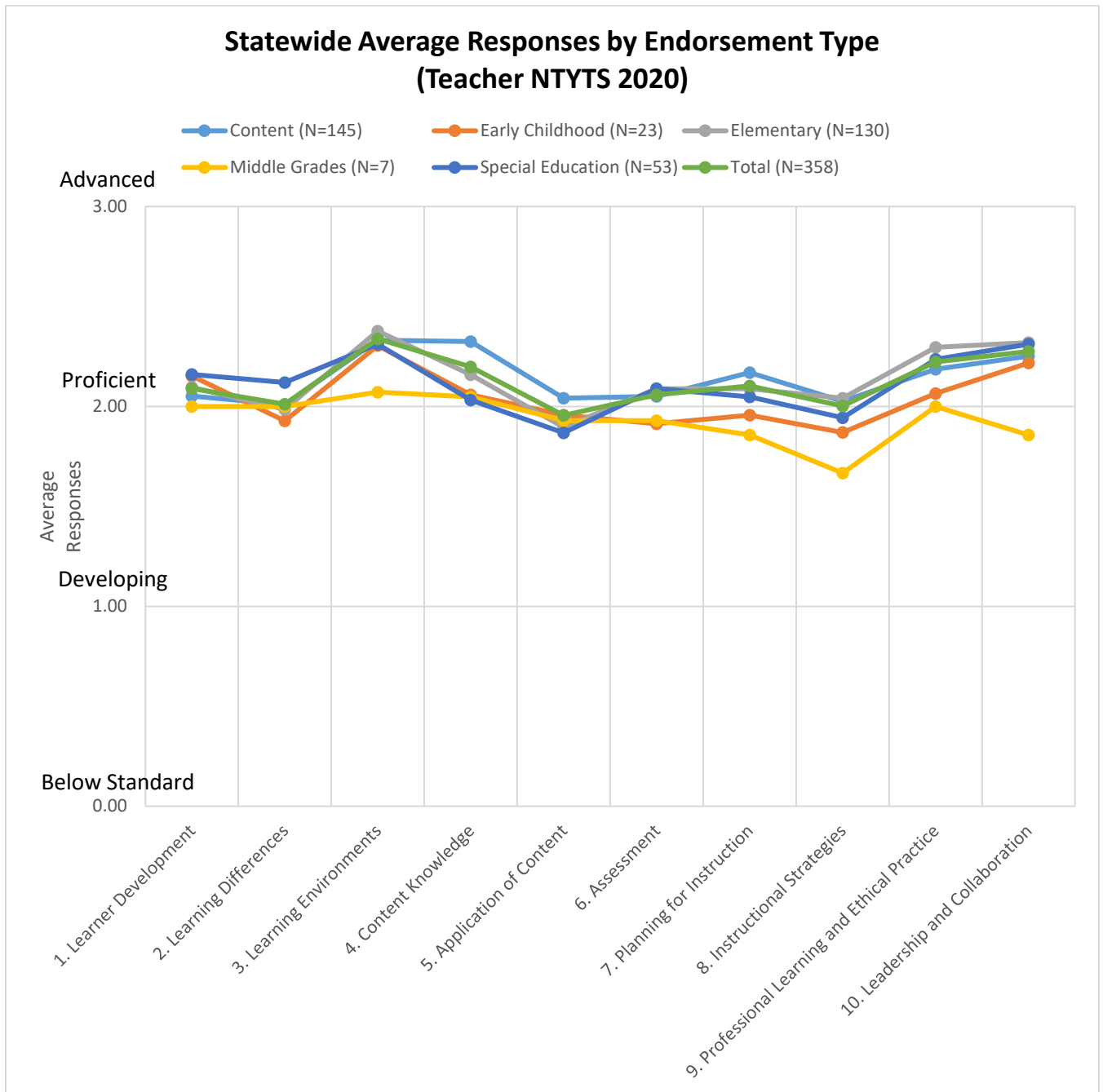


Figure 4 shows third year teachers' mean responses disaggregated by endorsement types that correspond to the majority of their school assignments. Unlike the results found for principals in Figure 3, third year teachers with endorsements for Middle Grades obtained the lowest average ratings on 6 out of the 10 indicators. Moreover, Elementary teachers had highest averages of 4 out of the 10 indicators. Other than Middle Grade, differences observed between each endorsement category were relatively minor and the majority of average ratings were slightly above or below 2 ("Proficient") response.

Figure 5. Average Responses by Preparation Institution (Principal)

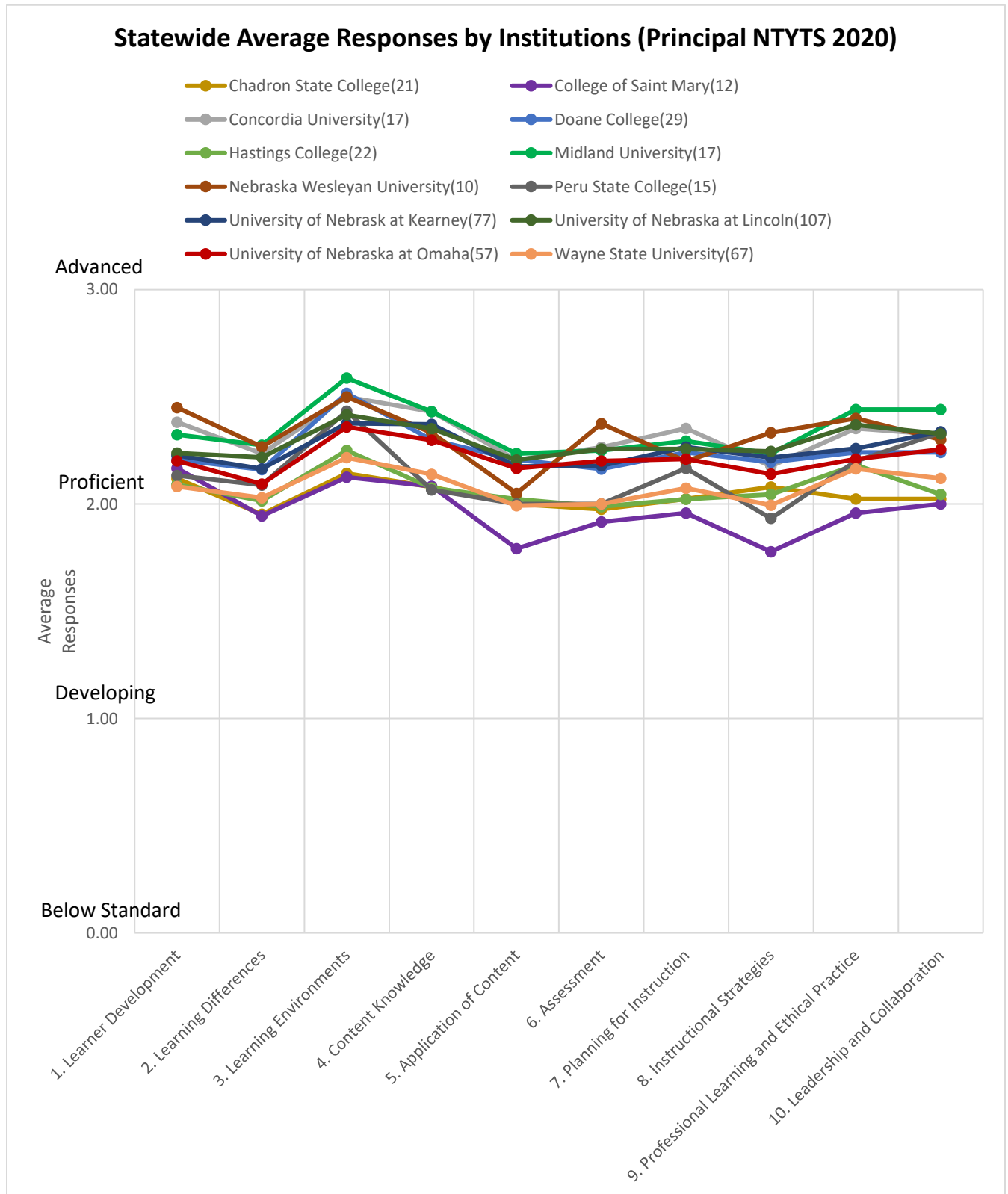


Figure 5 shows the average responses of principals categorized into their respective preparation institutions, most institutions showed a similar trend across all 10 indicators. Due to small sample sizes, colleges such as Creighton University ( $N = 3$ ), Union College ( $N = 1$ ), and York College ( $N = 1$ ) all were removed from the graph. Of the remaining 12 institutions (with more than 10 respondents), Midland University had the highest average rating on 6 of the 10 indicators. While College of Saint Mary had the lowest average ratings on 8 of the 10 indicators. When viewing the graph, the information generally supports the notion that preparation institutions performed relatively well in preparing third year teachers (around “Proficient”), based on principals’ views.

Figure 6 displays the average responses of third year teachers disaggregated by each preparation institution. Like the previous chart, colleges such as College of Saint Mary ( $N = 9$ ), Creighton University ( $N = 4$ ), Union College ( $N = 1$ ), and York College ( $N = 2$ ) were removed due to their relatively small sample size. Of the remaining 11 institution (with over 10 respondents), Peru State University teachers had the highest average ratings on 4 of the 10 indicators. On the other hand, the University of Nebraska-Omaha had the lowest average ratings on 4 of the 10 indicators. The differences observed among all other institutions is something to look deeper into. Overall, there are variability across the teacher responses and their respective preparation institutions. On average, some rated themselves higher, while others rated themselves well below “proficient”.

Figure 6. Average Responses by Preparation Institution (Teachers)

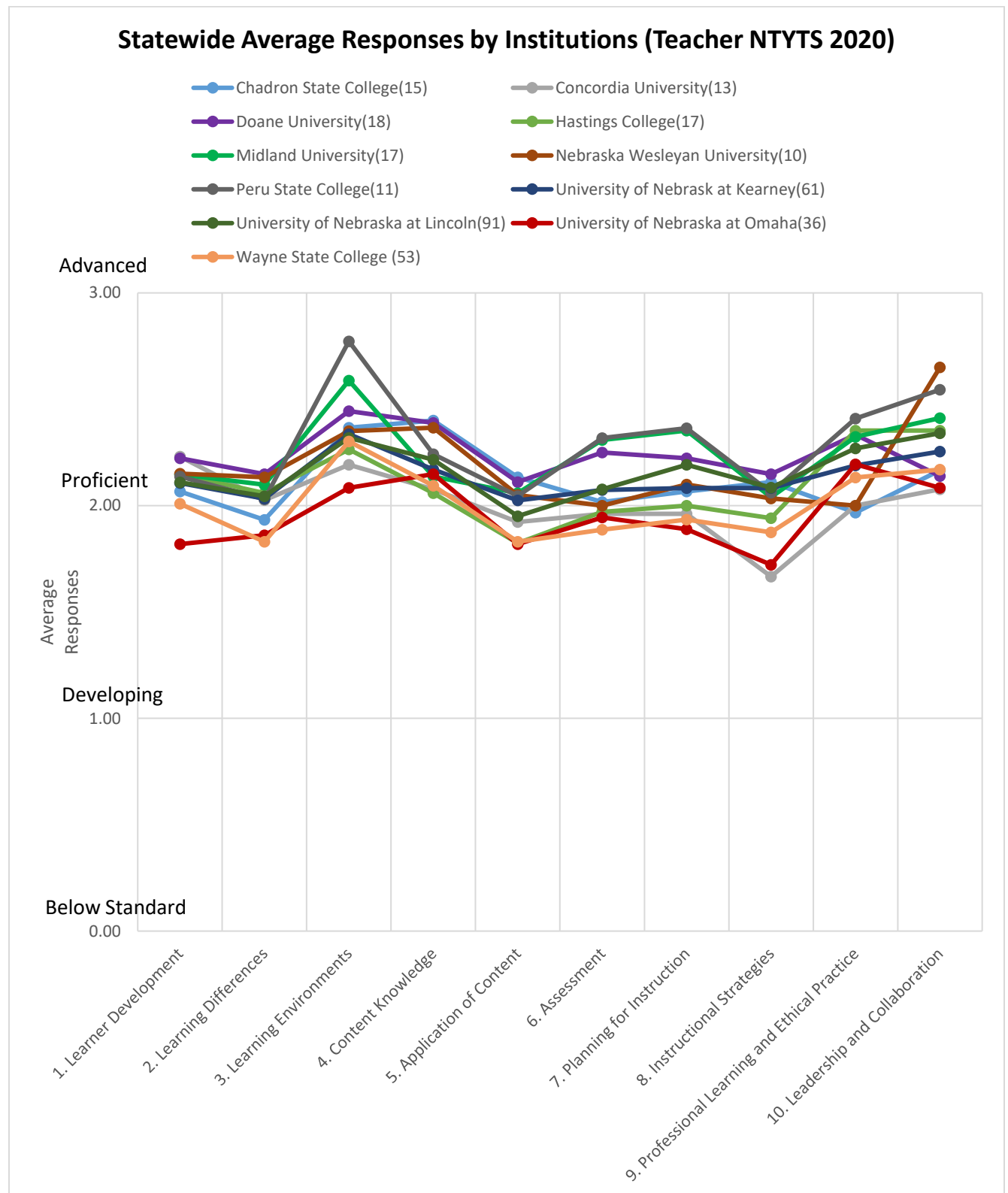


Figure 7. Responses to Question 11 (Principals)

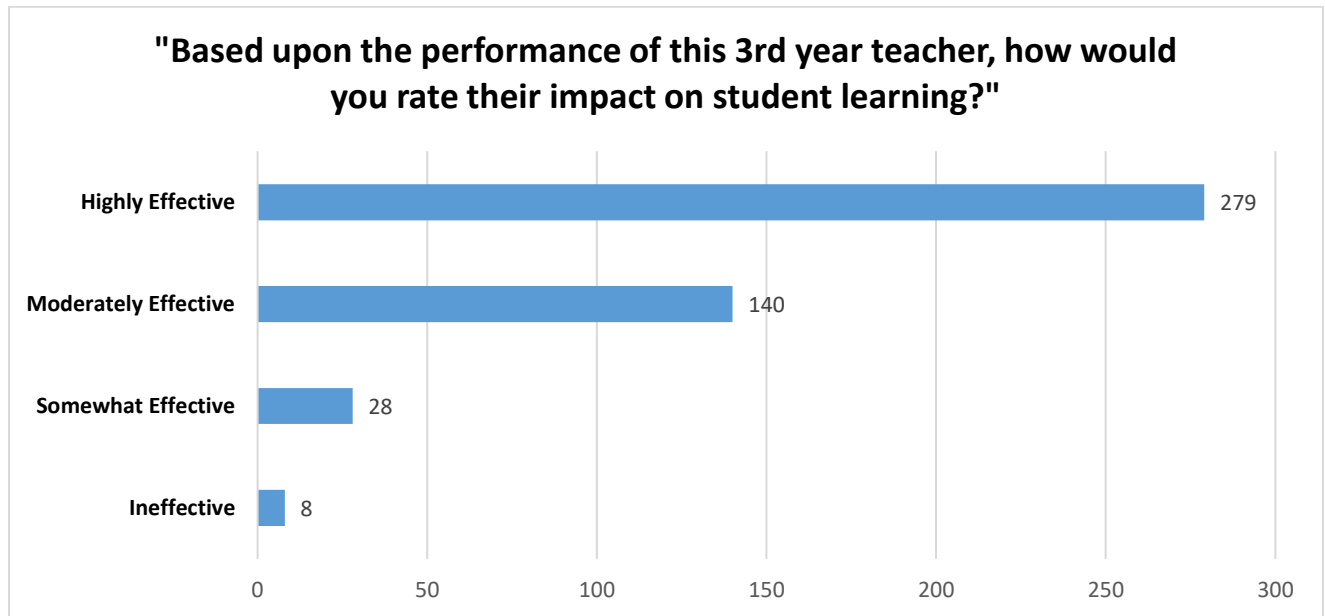
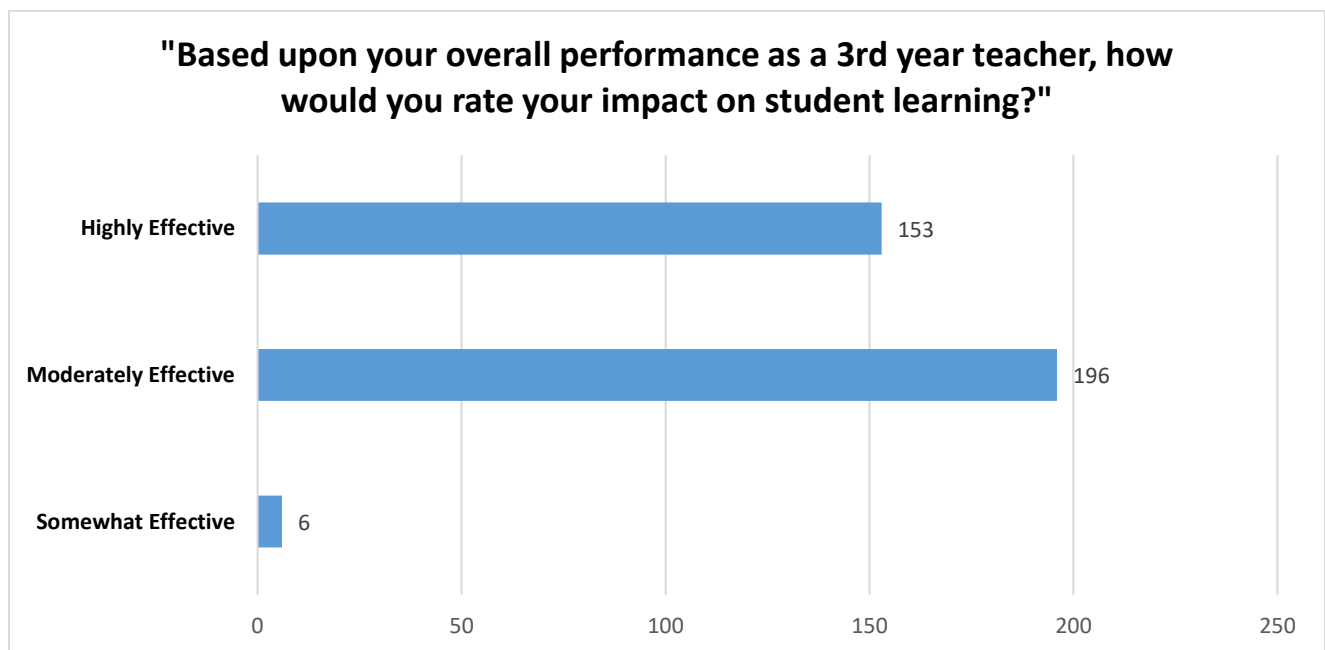


Figure 8. Responses to Question 11 (Teachers)



In Figure 7, principals were asked to evaluate third year teachers' impact on student learning. 61% of all principals thought the teachers were highly effective, and 30% of principals rated teachers as moderately effective. In Figure 8, third year teachers were asked to give a self-evaluation on student learning. Only 43% of all third year teachers considered their impact as highly effective. However, 55% of the teachers rated themselves as being moderately effective teachers.

Figure 9. Responses to Question 12 (Principals)

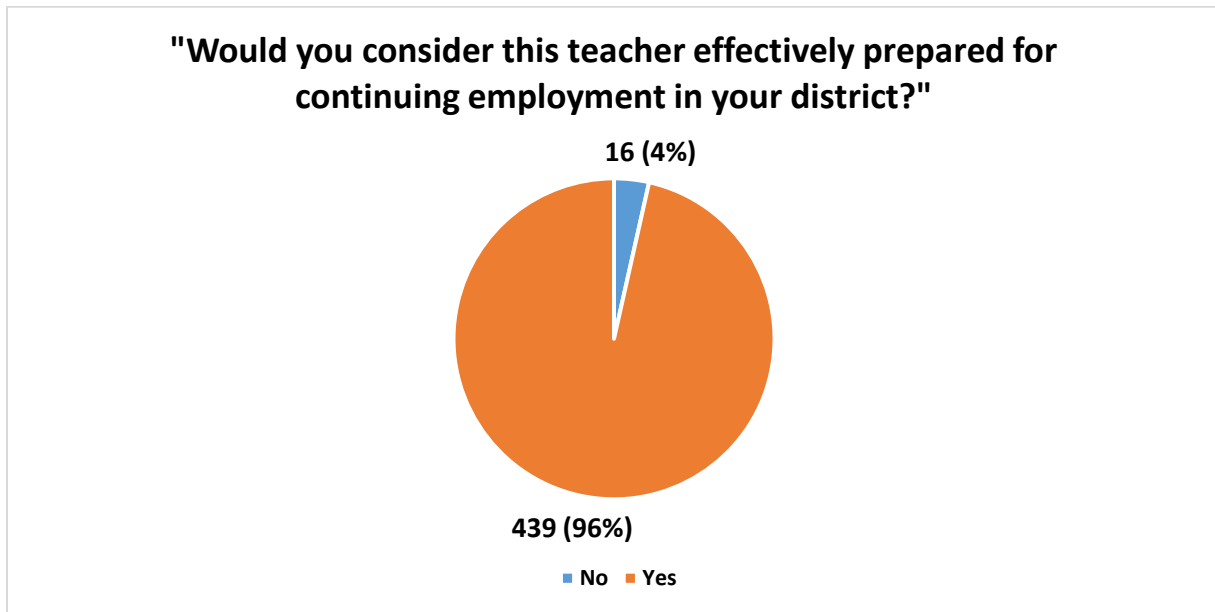


Figure 10. Responses to Question 12 (Teachers)

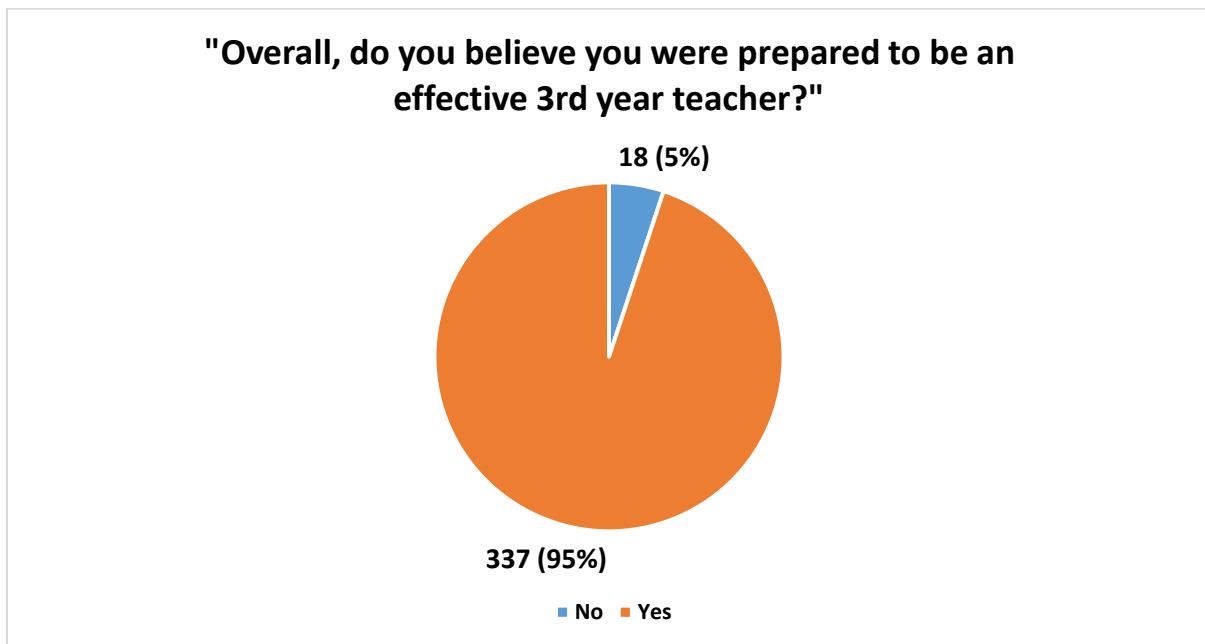


Figure 9 indicates principals' responses to the question "Would you consider this teacher effectively prepared for continuing employment in your district?", 96% of all principals responded "Yes". The results of third year teachers rating themselves as effectively prepared teachers are shown in Figure 10, and 95% of them were confident that they were well prepared to be an effective third year teacher. Overall, responses to Question 12 reflect highly positive information for both principals and teachers, indicating 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	<b>0.83</b>	1.00								
3	0.73	0.72	1.00							
4	0.75	0.75	0.68	1.00						
5	0.80	0.78	0.67	0.80	1.00					
6	0.79	0.81	0.70	0.81	0.80	1.00				
7	0.75	0.75	0.69	0.79	0.78	0.80	1.00			
8	0.76	0.78	0.73	0.81	0.82	<b>0.83</b>	0.81	1.00		
9	0.71	0.71	0.72	0.71	0.74	0.75	0.73	0.76	1.00	
10	0.68	<u>0.66</u>	0.70	0.69	0.68	0.72	0.67	0.71	0.77	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 0.65. All correlation coefficients are positive, indicating that as the average response to one indicator increases, so does the average response to another indicator. There are two highest positive linear relationship within the indicators, with a correlation coefficient of 0.8. (bolded in Table 3): Indicator 2 (Learner Differences) and Indicator 1 (Learner Development). Indicator 8 (Instructional Strategies) and Indicator 6 (Assessment). The lowest correlation coefficient (underlined in Table 3) was between Indicator 10 (Leadership and Collaboration) and Indicator 2 (Learner Differences).



**Table 4. Correlation Coefficients between Indicators (Teachers)**

Indicator	1	2	3	4	5	6	7	8	9	10
1	1.00									
2	0.70	1.00								
3	0.53	0.55	1.00							
4	0.57	0.55	0.50	1.00						
5	0.60	0.61	0.48	<b>0.71</b>	1.00					
6	0.62	0.67	0.59	0.61	0.63	1.00				
7	0.56	0.58	0.53	0.61	0.61	0.63	1.00			
8	0.55	0.56	0.60	0.61	0.63	0.60	0.68	1.00		
9	0.48	0.51	0.52	0.55	0.52	0.52	0.49	0.56	1.00	
10	<u>0.46</u>	0.48	0.53	0.55	0.49	0.51	0.47	0.49	0.63	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 0.40 and 0.71. The highest positive linear relationships within the indicators, with correlation coefficients of 0.71 (bolded in Table 4) are Indicator 5 (Application of Content) and Indicator 4 (Content Knowledge). The lowest correlation coefficient was underlined in Table 4. The correlation coefficient of 0.46, was between Indicator 10 (Leadership and Collaboration) and Indicator 1 (Learner Development).

## Conclusions

The 2020 Nebraska Third Year Teacher Survey is the second year that the NTYTS was sent to third year teachers in addition to the principals following the implementation in 2017. 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 75.12%. However, the response rate of third year teachers is 58.98%, a 16% decrease from last year's teacher response rate (74%).

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 third 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 is little discrepancy across preparation institutions and endorsement types. Still, the variability across institutions shown in Figure 6 on Learning Environments (3) is worrisome. Further intersectional analysis on learning environment



of third teachers is much needed, as this is not something seen in first year teacher report (NFYTS 2020).

As noted, principals tend to respond more generously than the third year teachers who seem to be more critical of themselves. Comparatively, first year teachers (NFYTS 2020) rated themselves much higher than third year teachers. It maybe that first year teachers are excited about the opportunity, while third year teachers maybe burnt out. A suggestion for the next iteration of this survey would be to ask a question about environment of the school or even survey second year teachers and compare their ratings to first and third year teachers.

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 that 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 and beyond.

## Appendix

**Table 9. Survey Timeline**

DATE	ACTIVITY	COMMENTS
January 22, 2020	Initial Email List	Russ Vogel to send APS (Adult Program Services) and DRE (Data, Research and Evaluation) email list
January 27, 2020	Final Email List	APS and DRE to prepare final email list
January 30, 2020	Pre-notice to HR/Institutional Research Staff	Kelly Heineke to send pre-notice to HR/Institutional Research staff
January 30, 2020	Pre-notice	DRE to send pre-notice to principals and teachers
February 4, 2020	Email Invitation	DRE to send invitation to principals and teachers
February 5, 2020	Pre-notice to Institutions	Kelly Heineke to enlist help from institutions for upcoming final reminder
Every Thursday, February 6 – February 27, 2020	Bulletin Announcement	NDE Helpdesk to include NTYTS announcement on weekly bulletin
February 13, 2020	Non-respondent List Preparation	DRE to send non-respondent lists to Kelly Heineke
February 13, 2020	Information for Preparation Institutions	Kelly Heineke to send non-respondent lists to institutions
February 13, 2020	Email Reminder	DRE to send reminder to non-respondents
February 20, 2020	Final Email Reminder	DRE to send reminder to non-respondents
February 24, 2020	Final Email Reminder	Institutions to send final reminder to non-respondents
February 28, 2020	Closure	DRE to close the NTYTS



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

Date: January 30, 2020

To: [Human Resource and Institutional Research Contacts]

Subject: Announcement of the 2020 Nebraska 3<sup>rd</sup> Year Teacher Survey

Attachment: 2020 Nebraska 3<sup>rd</sup> Year Teacher Survey.pdf

Good morning,

We are once again scheduled to distribute the 2020 Nebraska 3<sup>rd</sup> Year Teacher Survey, now in its second year of statewide distribution. We were extremely pleased with the approximately 74% response rate for principals last year, and continue to appreciate your support in this endeavor!

The paper version of the survey is attached as a PDF. The survey invitation will be sent via email on February 4, 2020 to principals and 3<sup>rd</sup> 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 3<sup>rd</sup> year teachers to complete the survey in the past. NDE will again appreciate your kind and continuous support this year to garner a high response rate from both principals and 3<sup>rd</sup> year teachers. The institutions, as always, are anxious and excited to receive the information to support their continuing improvement efforts.

If you would like a list of the principals and/or third 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: January 30, 2020

To: [Principal\_Email]

Subject: Announcement of the 2020 Nebraska 3<sup>rd</sup> Year Teacher Survey

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

**The purpose of this email is to give you an advance notice and to request your assistance in completing the 2020 Nebraska 3<sup>rd</sup> Year Teacher Survey which will be sent via email to you on February 4, 2020.** This survey will be sent to principals who have teachers who are completing their 3<sup>rd</sup> full year of teaching in 2019-2020, as defined by the Nebraska Department of Education. These teachers will have obtained a regular initial teaching certificate during the 2016-2017 school year. The purpose of this survey is to gather administrator perceptions regarding the effectiveness of the teacher preparation institution in preparing teachers to be continually ready and effective for the classroom. **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 3<sup>rd</sup> year teacher at \${e://Field/SchoolName}. If you believe you have received this email in error, please notify us by **February 3, 2020** at [nde.research@nebraska.gov](mailto:nde.research@nebraska.gov). This will allow us to direct the actual survey, which will be sent on February 3, 2020 to the appropriate administrator.

You will receive a separate email for each 3<sup>rd</sup> year teacher the Nebraska Department of Education (NDE) has identified as being employed at your school. **The survey will take approximately 10 minutes to complete.** Please remember that the survey is not designed to be an evaluation of the 3<sup>rd</sup> year teacher, but rather, the information gained will be shared with the respective institutions to inform their continuous improvement efforts related to preparing effective educators for Nebraska schools.

Please note that these 3<sup>rd</sup> year teachers will also receive an invitation to participate in the 2020 Nebraska 3<sup>rd</sup> Year Teacher Survey. That version of the survey is intended to gather 3<sup>rd</sup> year teacher perceptions regarding the extent to which they believe they were effectively prepared for teaching in the school system.

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

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

Sincerely,

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](mailto:kelly.heineke@nebraska.gov)



## Pre-notice to Teachers

Date: January 30, 2020

To: [Teacher\_Email]

Subject: Announcement of the 2020 Nebraska 3<sup>rd</sup> Year Teacher Survey

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

**The purpose of this email is to give you an advance notice and to request your assistance in completing the 2020 Nebraska 3<sup>rd</sup> Year Teacher Survey which will be sent via email to you on February 4, 2020.** Our records indicate that you completed a teacher preparation program at a Nebraska institution and are completing your 3<sup>rd</sup> full year of teaching in 2019-2020. This survey will specifically be directed to 3<sup>rd</sup> year teachers who obtained a regular initial teaching certificate during the 2016-2017 school year. The purpose of this survey is to gather your perceptions regarding the extent to which you believe you were effectively prepared for teaching in the school system. **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 **February 3, 2020** at [nde.research@nebraska.gov](mailto:nde.research@nebraska.gov). This will allow us to direct the actual survey, which will be sent on **February 4, 2020** 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 3<sup>rd</sup> year teachers in their school buildings will also receive an invitation to participate in the 2020 Nebraska 3<sup>rd</sup> Year Teacher Survey. That version of the survey is intended to obtain administrator perceptions regarding the effectiveness of the teacher preparation institution in preparing teachers to be classroom-ready.

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



## Email Invitation to Principals

Date: February 4, 2020

To: [Principal\_Email]

Subject: 2020 Nebraska 3<sup>rd</sup> Year Teacher Survey

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

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

**NDE is requesting your participation in the 2020 Nebraska 3<sup>rd</sup> Year Teacher survey**, for which you should have received an advance notice email on January 30, 2020. You will receive a separate survey invitation via email for each teacher in your building that will complete their 3<sup>rd</sup> full year of teaching in the 2019-2020 school year. **The survey is designed to gather your input regarding the extent to which you find the 3<sup>rd</sup> year teacher was effectively prepared** for their assignment in your school. It 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 3<sup>rd</sup> year teacher:

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

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

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

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

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

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

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

Thank you for your time and assistance in completing the 2020 Nebraska 3<sup>rd</sup> Year Teacher Survey. The survey will close on **February 28, 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](mailto:nde.research@nebraska.gov).

Sincerely,



A handwritten signature in blue ink, appearing to read "KH", 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](mailto:kelly.heineke@nebraska.gov)





## Email Invitation to Teachers

Date: February 4, 2020

To: [Teacher\_Email]

Subject: 2020 Nebraska 3<sup>rd</sup> Year Teacher Survey

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

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

As a teacher completing your 3<sup>rd</sup> full year of teaching in 2019-2020 on a regular teaching certificate, NDE is requesting your participation in the 2020 Nebraska 3<sup>rd</sup> Year Teacher survey, for which you should have received an advance notice email on January 30, 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](mailto:nde.research@nebraska.gov).

Thank you for your time and assistance in completing the 2020 Nebraska 3<sup>rd</sup> Year Teacher Survey. The survey will close on **February 28, 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](mailto: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](mailto:kelly.heineke@nebraska.gov)



### Pre-notice to Institutions

Date: February 4, 2020

To: [Institution Contacts]

Subject: 2020 Nebraska 3<sup>rd</sup> Year Teacher Survey Released Today

Attachments: PrincipalInvite.pdf, TeacherInvite.pdf

Good morning,

I wanted to let you know that the Nebraska Third Year Teacher Survey (NTYTS) was sent to teachers prepared by Nebraska institutions, and their principals, today. Attached are the texts of the survey invitation that was sent via email to principals and 3<sup>rd</sup> 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 3<sup>rd</sup> year teachers (associated with your institution) on or about February 24, 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 February 20, 2020.

As always, THANK YOU for your continued support.

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



### **Bulletin Announcement**

Date: Every Thursday, February 6 – February 27, 2020

To: [NDE Bulletin Recipients]

Subject: 2020 Nebraska 3<sup>rd</sup> Year Teacher Survey

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

Nebraska 3<sup>rd</sup> year teachers who completed their teacher preparation program at a Nebraska institution, and school principals of these 3<sup>rd</sup> year teachers, were sent an email invitation on January 30, 2020 to complete the 2020 Nebraska 3<sup>rd</sup> Year Teacher Survey. The intent of the Nebraska 3<sup>rd</sup> Year Teacher Survey is to obtain critical and consistent program effectiveness information from P-12 school partners that will be used by Nebraska teacher preparation institutions and the Nebraska Department of Education for continuous improvement. If you have received the email invitation and have completed the survey, we thank you for your time. If you have received the email invitation but have yet to **complete the survey, please do so by February 28, 2020.**



## Email Reminder to Principals

Date: February 13, 2020

To: [Principal\_Email]

Subject: Reminder: 2020 Nebraska 3<sup>rd</sup> Year Teacher Survey

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

On February 4 we sent you an email invitation to participate in the 2020 Nebraska 3<sup>rd</sup> Year Teacher Survey. This survey is important as it provides Nebraska educator preparation institutions with your perceptions regarding the extent to which the 3<sup>rd</sup> year teacher(s) employed by your system was effectively prepared by a Nebraska institution. To the best of our knowledge, you have yet to respond to this survey. We are reaching out to you again because **your response is very important to us.**

*The survey should take approximately 10 minutes to complete.* Your responses to this survey will not be shared with individual teachers. Information will be compiled and shared with the respective teacher preparation institutions. Please complete the survey by **February 28, 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](mailto: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](mailto:kelly.heineke@nebraska.gov)



## Email Reminder to Teachers

Date: February 13, 2020

To: [Teacher\_Email]

Subject: Reminder: 2020 Nebraska 3<sup>rd</sup> Year Teacher Survey

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

On February 4, we sent you an email invitation to participate in the 2020 Nebraska 3<sup>rd</sup> Year Teacher Survey. This survey is important as it provides Nebraska educator preparation institutions with your perceptions regarding the extent to which you believe you were effectively prepared by a Nebraska institution for teaching in the school system. To the best of our knowledge, you have yet to respond to this survey. We are reaching out to you again because **your response is very important to us.**

*The survey should take approximately 10 minutes to complete.* Public reports will only use aggregated data and will not identify individual teachers. **Please complete the survey by February 28, 2019.**

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

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

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

Sincerely,

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](mailto:kelly.heineke@nebraska.gov)



## Final Email Reminder

Date: February 24, 2020

To: [Institution Contacts]

Subject: 2020 Nebraska 3<sup>rd</sup> Year Teacher Survey

Attachment: List.xls

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

On February 4 we sent you an email invitation to participate in the 2020 Nebraska 3<sup>rd</sup> Year Teacher Survey. This survey is important as it provides Nebraska educator preparation institutions with your perceptions regarding the extent to which the 3<sup>rd</sup> year teacher(s) employed by your system was effectively prepared by a Nebraska institution. To the best of our knowledge, you have yet to respond to this survey. We are reaching out to you again because **your response is very important to us.**

*The survey should take approximately 10 minutes to complete.* Your responses to this survey will not be shared with individual teachers. Information will be compiled and shared with the respective teacher preparation institutions. Please complete the survey by **February 28, 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](mailto: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](mailto:kelly.heineke@nebraska.gov)

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

	<b>Principals</b>	<b>Teachers</b>
Standard 1.1	2.1886	2.0670
Standard 1.2	2.2193	2.1117
Standard 2.1	2.1908	2.1006
Standard 2.2	2.1096	1.9413
Standard 2.3	2.1053	1.9916
Standard 3.1	2.4167	2.4804
Standard 3.2	2.3136	2.1955
Standard 4.1	2.2785	2.1872
Standard 4.2	2.2675	2.2263
Standard 4.3	2.2873	2.1816
Standard 5.1	2.0877	1.9330
Standard 5.2	2.1645	1.9777
Standard 6.1	2.1930	2.1089
Standard 6.2	2.2061	2.1341
Standard 6.3	2.1206	1.9888
Standard 6.4	2.0943	2.0028
Standard 7.1	2.2105	2.1313
Standard 7.2	2.1820	2.0726
Standard 8.1	2.1425	1.9637
Standard 8.2	2.0899	1.9749
Standard 8.3	2.2105	2.0670
Standard 9.1	2.2763	2.2598
Standard 9.2	2.2281	2.1844
Standard 10.1	2.2785	2.3380
Standard 10.2	2.2149	2.2123

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

<b>Indicator</b>	<b>t-value (p-value)</b>
1. Learner Development	2.490 (0.001)
2. Learning Differences	2.986 (0.001)
3. Learning Environments	0.625 (0.265)
4. Content Knowledge	2.054 (0.020)
5. Application of Content	4.398 (0.001)

6. Assessment	2.329 (0.009)
7. Planning for Instruction	2.192 (0.014)
8. Instructional Strategies	3.560 (0.001)
9. Professional Learning and Ethical Practice	0.718 (0.236)
10. Leadership and Collaboration	-0.637 (0.262)

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

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

Correlation Coefficient	Standard 1.1	Standard 1.2
Standard 1.1	1.00	
Standard 1.2	0.83	1.00

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

Correlation Coefficient	Standard 2.1	Standard 2.2	Standard 2.3
Standard 2.1	1.00		
Standard 2.2	0.79	1.00	
	0.65	0.69	1.00

**Indicator 3. Learning Environments (Principals)**

Correlation Coefficient	Standard 3.1	Standard 3.2
Standard 3.1	1.00	
Standard 3.2	0.79	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	0.81	1.00	
Standard 4.3	0.76	0.79	1.00

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

Correlation Coefficient	Standard 5.1	Standard 5.2
Standard 5.1	1.00	
Standard 5.2	0.77	1.00



**Indicator 6. Assessment (Principals)**

Correlation Coefficient	Standard 6.1	Standard 6.2	Standard 6.3	Standard 6.4
Standard 6.1	1.00			
Standard 6.2	0.78	1.00		
Standard 6.3	0.78	0.75	1.00	
Standard 6.4	0.75	0.74	0.81	1.00

**Indicator 7. Planning for Instruction (Principals)**

Correlation Coefficient	Standard 7.1	Standard 7.1
Standard 7.1	1.00	
Standard 7.2	0.76	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	0.57	0.73	1.00

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

Correlation Coefficient	Standard 9.1	Standard 9.2
Standard 9.1	1.00	
Standard 9.2	0.77	1.00

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

Correlation Coefficient	Standard 10.1	Standard 10.2
Standard 10.1	1.00	
Standard 10.2	0.79	1.00

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

**Indicator 1. Learner Development (Teachers)**

Correlation Coefficient	Standard 1.1	Standard 1.1
Standard 1.1	1.00	
Standard 1.2	0.66	1.00

**Indicator 2. Learner Differences (Teachers)**

Correlation Coefficient	Standard 2.1	Standard 2.2	Standard 2.3
Standard 2.1	1.00		
Standard 2.2	0.68	1.00	
Standard 2.3	0.35	0.40	1.00

**Indicator 3. Learning Environments (Teachers)**

Correlation Coefficient	Standard 3.1	Standard 3.2
Standard 3.1	1.00	
Standard 3.2	0.63	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	0.73	1.00	
Standard 4.3	0.70	0.67	1.00

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

Correlation Coefficient	Standard 5.1	Standard 5.2
Standard 5.1	1.00	
Standard 5.2	0.72	1.00

**Indicator 6. Assessment (Teachers)**

Correlation Coefficient	Standard 6.1	Standard 6.2	Standard 6.3	Standard 6.4
Standard 6.1	1.00			
Standard 6.2	0.72	1.00		
Standard 6.3	0.61	0.60	1.00	
Standard 6.4	0.57	0.62	0.71	1.00

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

Correlation Coefficient	Standard 7.1	Standard 7.2
Standard 7.1	1.00	
Standard 7.2	0.74	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	0.54	1.00	
Standard 8.3	0.49	0.62	1.00

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

Correlation Coefficient	Standard 9.1	Standard 9.2
Standard 9.1	1.00	
Standard 9.2	0.72	1.00

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

Correlation Coefficient	Standard 10.1	Standard 10.2
Standard 10.1	1.00	
Standard 10.2	0.74	1.00

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

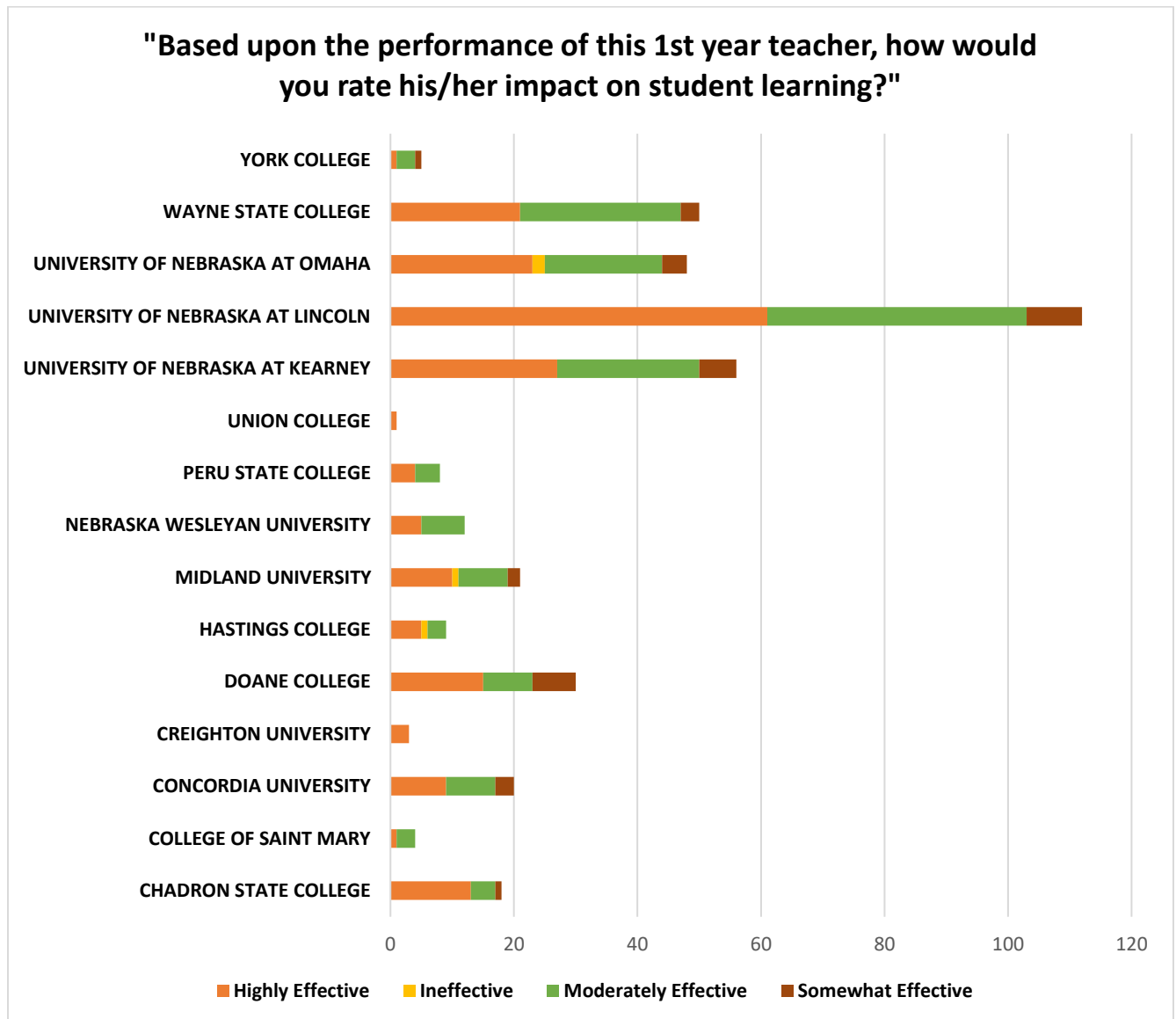


Figure 12. Responses to Question 12 by Preparation Institution (Principals)

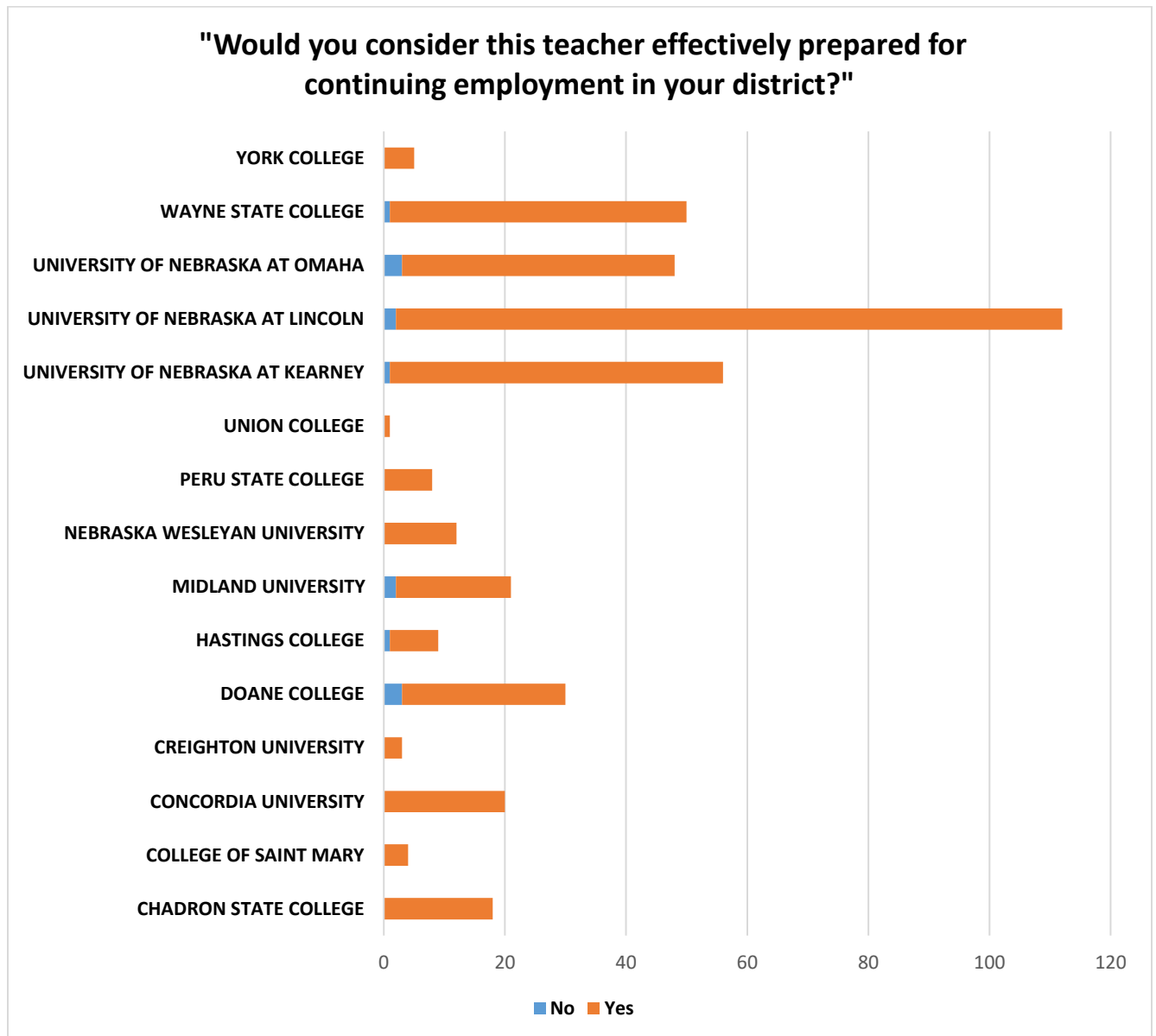


Figure 13. Responses to Question 12 by Preparation Institution (Teachers)

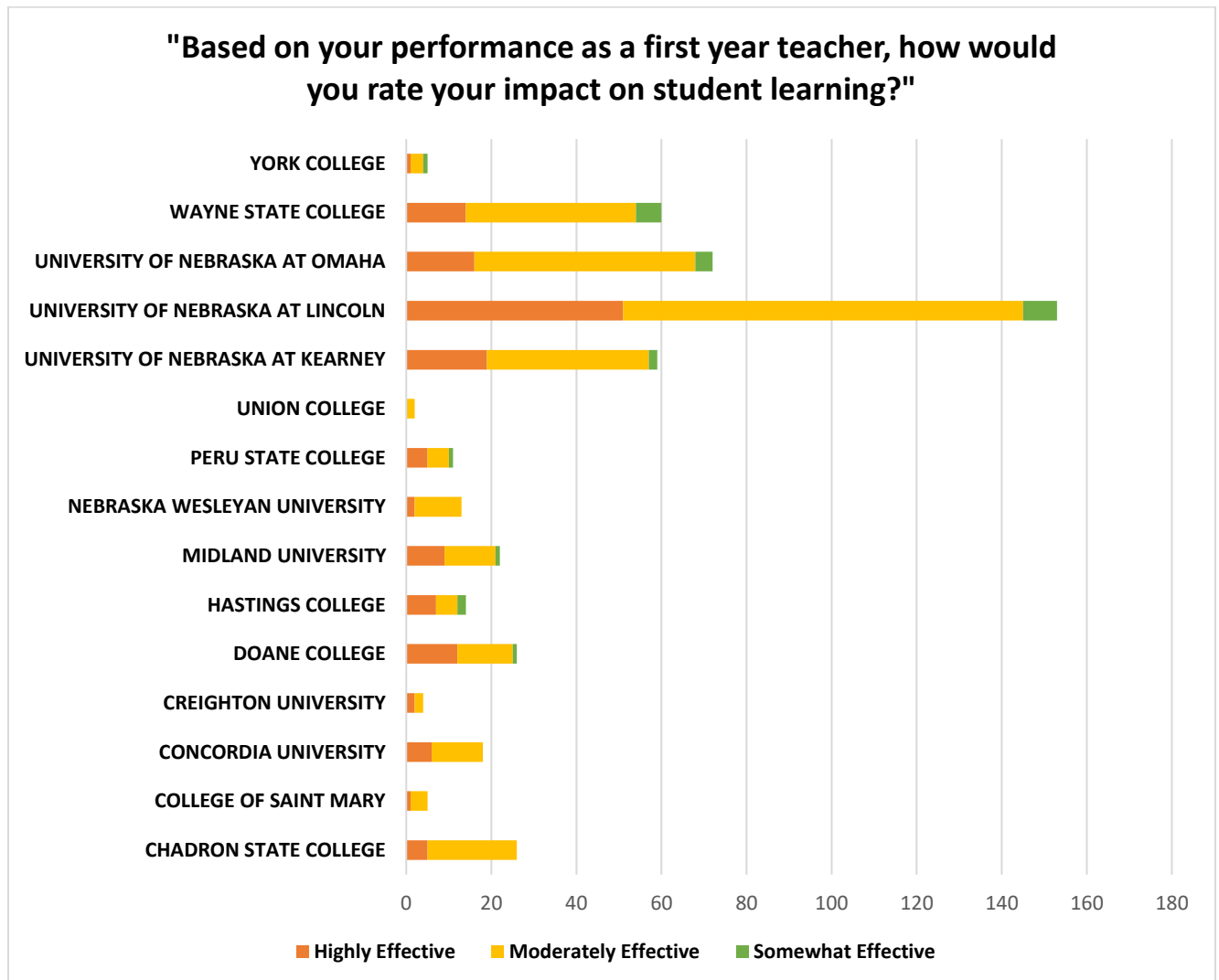


Figure 14. Responses to Question 12 by Preparation Institution (Teacher)

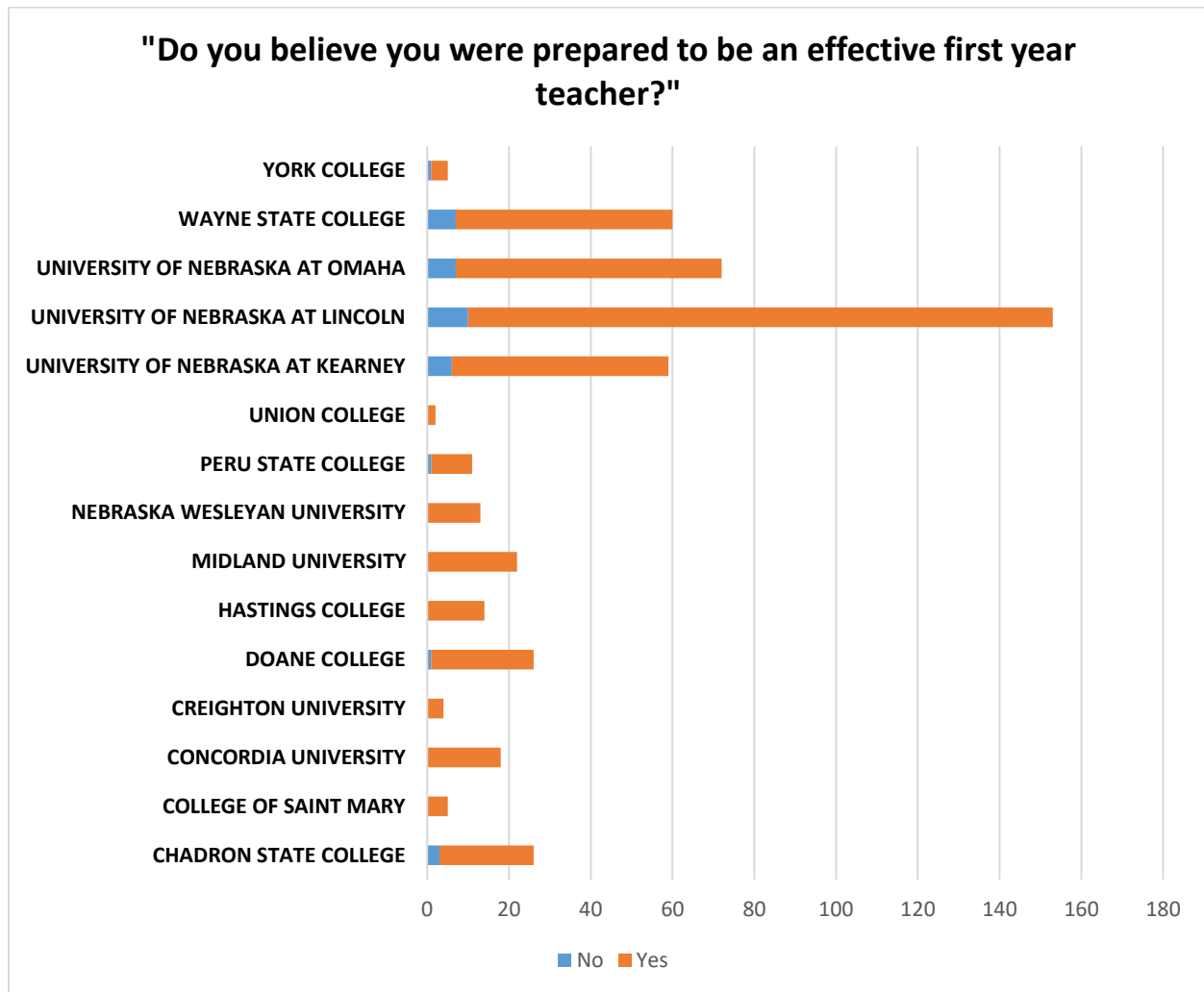


Figure 15. Survey Responses by Endorsement Type (Principals)

STATEWIDE (PRINCIPALS NTYTS 2020)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
Standard 1.1	Content Endorsements	47	26.11%	108	60.00%	25	13.89%	0	0.00%	180
	Early Childhood	5	20.83%	17	70.83%	2	8.33%	0	0.00%	24
	Elementary	59	32.96%	106	59.22%	12	6.70%	2	1.12%	179
	Middle Grades	6	60.00%	4	40.00%	0	0.00%	0	0.00%	10
	Special Education	19	30.16%	38	60.32%	5	7.94%	1	1.59%	63
	Total	136	29.82%	273	59.87%	44	9.65%	3	0.66%	456
Standard 1.2	Content Endorsements	52	28.89%	104	57.78%	22	12.22%	2	1.11%	180
	Early Childhood	6	25.00%	17	70.83%	1	4.17%	0	0.00%	24
	Elementary	61	34.08%	104	58.10%	12	6.70%	2	1.12%	179
	Middle Grades	6	60.00%	4	40.00%	0	0.00%	0	0.00%	10
	Special Education	22	34.92%	37	58.73%	4	6.35%	0	0.00%	63
	Total	147	32.24%	266	58.33%	39	8.55%	4	0.88%	456
Standard 2.1	Content Endorsements	49	27.22%	100	55.56%	30	16.67%	1	0.56%	180
	Early Childhood	3	12.50%	18	75.00%	3	12.50%	0	0.00%	24
	Elementary	61	34.08%	100	55.87%	16	8.94%	2	1.12%	179
	Middle Grades	5	50.00%	5	50.00%	0	0.00%	0	0.00%	10
	Special Education	27	42.86%	34	53.97%	1	1.59%	1	1.59%	63
	Total	145	31.80%	257	56.36%	50	10.96%	3	0.66%	456
Standard 2.2	Content Endorsements	45	25.00%	89	49.44%	40	22.22%	6	3.33%	180
	Early Childhood	7	29.17%	12	50.00%	5	20.83%	0	0.00%	24
	Elementary	61	34.08%	89	49.72%	27	15.08%	2	1.12%	179
	Middle Grades	6	60.00%	4	40.00%	0	0.00%	0	0.00%	10
	Special Education	26	41.27%	31	49.21%	5	7.94%	1	1.59%	63
	Total	145	31.80%	225	49.34%	77	16.89%	9	1.97%	456
Standard 2.3	Content Endorsements	53	29.44%	95	52.78%	29	16.11%	3	1.67%	180
	Early Childhood	4	16.67%	13	54.17%	7	29.17%	0	0.00%	24
	Elementary	47	26.26%	105	58.66%	25	13.97%	2	1.12%	179
	Middle Grades	5	50.00%	5	50.00%	0	0.00%	0	0.00%	10
	Special Education	20	31.75%	33	52.38%	10	15.87%	0	0.00%	63
	Total	129	28.29%	251	55.04%	71	15.57%	5	1.10%	456
Standard 3.1	Content Endorsements	77	42.78%	81	45.00%	19	10.56%	3	1.67%	180



STATEWIDE (PRINCIPALS NTYTS 2020)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Early Childhood	14	58.33%	7	29.17%	3	12.50%	0	0.00%	24
	Elementary	100	55.87%	69	38.55%	9	5.03%	1	0.56%	179
	Middle Grades	7	70.00%	3	30.00%	0	0.00%	0	0.00%	10
	Special Education	34	53.97%	26	41.27%	3	4.76%	0	0.00%	63
	Total	232	50.88%	186	40.79%	34	7.46%	4	0.88%	456
Standard 3.2	Content Endorsements	61	33.89%	89	49.44%	26	14.44%	4	2.22%	180
	Early Childhood	9	37.50%	11	45.83%	4	16.67%	0	0.00%	24
	Elementary	92	51.40%	77	43.02%	8	4.47%	2	1.12%	179
	Middle Grades	7	70.00%	3	30.00%	0	0.00%	0	0.00%	10
	Special Education	29	46.03%	29	46.03%	5	7.94%	0	0.00%	63
	Total	198	43.42%	209	45.83%	43	9.43%	6	1.32%	456
Standard 4.1	Content Endorsements	70	38.89%	97	53.89%	12	6.67%	1	0.56%	180
	Early Childhood	3	12.50%	19	79.17%	2	8.33%	0	0.00%	24
	Elementary	61	34.08%	108	60.34%	9	5.03%	1	0.56%	179
	Middle Grades	6	60.00%	4	40.00%	0	0.00%	0	0.00%	10
	Special Education	18	28.57%	41	65.08%	4	6.35%	0	0.00%	63
	Total	158	34.65%	269	58.99%	27	5.92%	2	0.44%	456
Standard 4.2	Content Endorsements	65	36.11%	99	55.00%	14	7.78%	2	1.11%	180
	Early Childhood	4	16.67%	17	70.83%	3	12.50%	0	0.00%	24
	Elementary	66	36.87%	105	58.66%	8	4.47%	0	0.00%	179
	Middle Grades	6	60.00%	4	40.00%	0	0.00%	0	0.00%	10
	Special Education	18	28.57%	38	60.32%	6	9.52%	1	1.59%	63
	Total	159	34.87%	263	57.68%	31	6.80%	3	0.66%	456
Standard 4.3	Content Endorsements	61	33.89%	104	57.78%	14	7.78%	1	0.56%	180
	Early Childhood	7	29.17%	15	62.50%	2	8.33%	0	0.00%	24
	Elementary	67	37.43%	103	57.54%	9	5.03%	0	0.00%	179
	Middle Grades	6	60.00%	4	40.00%	0	0.00%	0	0.00%	10
	Special Education	21	33.33%	38	60.32%	4	6.35%	0	0.00%	63
	Total	162	35.53%	264	57.89%	29	6.36%	1	0.22%	456
Standard 5.1	Content Endorsements	41	22.78%	11	6.11%	26	14.44%	2	1.11%	180
	Early Childhood	3	12.50%	16	66.67%	5	20.83%	0	0.00%	24
	Elementary	52	29.05%	101	56.42%	24	13.41%	2	1.12%	179
	Middle Grades	5	50.00%	5	50.00%	0	0.00%	0	0.00%	10

STATEWIDE (PRINCIPALS NTYTS 2020)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Special Education	15	23.81%	35	55.56%	13	20.63%	0	0.00%	63
	Total	116	25.44%	268	58.77%	68	14.91%	4	0.88%	456
Standard 5.2	Content Endorsements	43	23.89%	107	59.44%	27	15.00%	3	1.67%	180
	Early Childhood	7	29.17%	13	54.17%	4	16.67%	0	0.00%	24
	Elementary	55	30.73%	113	63.13%	11	6.15%	0	0.00%	179
	Middle Grades	6	60.00%	4	40.00%	0	0.00%	0	0.00%	10
	Special Education	19	30.16%	37	58.73%	7	11.11%	0	0.00%	63
	Total	130	28.51%	274	60.09%	49	10.75%	3	0.66%	456
Standard 6.1	Content Endorsements	53	29.44%	103	57.22%	23	12.78%	1	0.56%	180
	Early Childhood	4	16.67%	16	66.67%	4	16.67%	0	0.00%	24
	Elementary	57	31.84%	106	59.22%	14	7.82%	2	1.12%	179
	Middle Grades	5	50.00%	5	50.00%	0	0.00%	0	0.00%	10
	Special Education	20	31.75%	39	61.90%	4	6.35%	0	0.00%	63
	Total	139	30.48%	269	58.99%	45	9.87%	3	0.66%	456
Standard 6.2	Content Endorsements	50	27.78%	109	60.56%	20	11.11%	1	0.56%	180
	Early Childhood	6	25.00%	15	62.50%	3	12.50%	0	0.00%	24
	Elementary	60	33.52%	106	59.22%	11	6.15%	2	1.12%	179
	Middle Grades	5	50.00%	5	50.00%	0	0.00%	0	0.00%	10
	Special Education	17	26.98%	42	66.67%	4	6.35%	0	0.00%	63
	Total	138	30.26%	277	60.75%	38	8.33%	3	0.66%	456
Standard 6.3	Content Endorsements	44	24.44%	94	52.22%	39	21.67%	3	1.67%	180
	Early Childhood	7	29.17%	12	50.00%	4	16.67%	1	4.17%	24
	Elementary	59	32.96%	98	54.75%	20	11.17%	2	1.12%	179
	Middle Grades	6	60.00%	4	40.00%	0	0.00%	0	0.00%	10
	Special Education	19	30.16%	40	63.49%	3	4.76%	1	1.59%	63
	Total	135	29.61%	248	54.39%	66	14.47%	7	1.54%	456
Standard 6.4	Content Endorsements	43	23.89%	98	54.44%	36	20.00%	3	1.67%	180
	Early Childhood	6	25.00%	14	58.33%	4	16.67%	0	0.00%	24
	Elementary	55	30.73%	95	53.07%	28	15.64%	1	0.56%	179
	Middle Grades	6	60.00%	4	40.00%	0	0.00%	0	0.00%	10
	Special Education	19	30.16%	35	55.56%	8	12.70%	1	1.59%	63
	Total	129	28.29%	246	53.95%	76	16.67%	5	1.10%	456
Standard 7.1	Content Endorsements	52	28.89%	107	59.44%	20	11.11%	1	0.56%	180

STATEWIDE (PRINCIPALS NTYTS 2020)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Early Childhood	7	29.17%	15	62.50%	1	4.17%	1	4.17%	24
	Elementary	61	34.08%	102	56.98%	13	7.26%	3	1.68%	179
	Middle Grades	6	60.00%	4	40.00%	0	0.00%	0	0.00%	10
	Special Education	18	28.57%	41	65.08%	4	6.35%	0	0.00%	63
	Total	144	31.58%	269	58.99%	38	8.33%	5	1.10%	456
Standard 7.2	Content Endorsements	51	28.33%	104	57.78%	23	12.78%	2	1.11%	180
	Early Childhood	8	33.33%	11	45.83%	5	20.83%	0	0.00%	24
	Elementary	60	33.52%	99	55.31%	20	11.17%	0	0.00%	179
	Middle Grades	6	60.00%	4	40.00%	0	0.00%	0	0.00%	10
	Special Education	18	28.57%	38	60.32%	6	9.52%	1	1.59%	63
	Total	143	31.36%	256	56.14%	54	11.84%	3	0.66%	456
Standard 8.1	Content Endorsements	52	28.89%	96	53.33%	29	16.11%	3	1.67%	180
	Early Childhood	7	29.17%	12	50.00%	5	20.83%	0	0.00%	24
	Elementary	60	33.52%	99	55.31%	20	11.17%	0	0.00%	179
	Middle Grades	7	70.00%	3	30.00%	0	0.00%	0	0.00%	10
	Special Education	13	20.63%	37	58.73%	12	19.05%	1	1.59%	63
	Total	139	30.48%	247	54.17%	66	14.47%	4	0.88%	456
Standard 8.2	Content Endorsements	35	19.44%	121	67.22%	22	12.22%	2	1.11%	180
	Early Childhood	5	20.83%	14	58.33%	5	20.83%	0	0.00%	24
	Elementary	48	26.82%	107	59.78%	21	11.73%	3	1.68%	179
	Middle Grades	6	60.00%	4	40.00%	0	0.00%	0	0.00%	10
	Special Education	16	25.40%	37	58.73%	9	14.29%	1	1.59%	63
	Total	110	24.12%	283	62.06%	57	12.50%	6	1.32%	456
Standard 8.3	Content Endorsements	54	30.00%	95	52.78%	27	15.00%	4	2.22%	180
	Early Childhood	11	45.83%	10	41.67%	3	12.50%	0	0.00%	24
	Elementary	70	39.11%	93	51.96%	11	6.15%	5	2.79%	179
	Middle Grades	6	60.00%	4	40.00%	0	0.00%	0	0.00%	10
	Special Education	22	34.92%	34	53.97%	6	9.52%	1	1.59%	63
	Total	163	35.75%	263	57.68%	47	10.31%	10	2.19%	456
Standard 9.1	Content Endorsements	62	34.44%	99	55.00%	15	8.33%	4	2.22%	180
	Early Childhood	11	45.83%	10	41.67%	3	12.50%	0	0.00%	24
	Elementary	74	41.34%	93	51.96%	8	4.47%	4	2.23%	179
	Middle Grades	6	60.00%	4	40.00%	0	0.00%	0	0.00%	10

STATEWIDE (PRINCIPALS NTYTS 2020)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Special Education	24	38.10%	32	50.79%	5	7.94%	2	3.17%	63
	Total	177	38.82%	238	52.19%	31	6.80%	10	2.19%	456
Standard 9.2	Content Endorsements	51	28.33%	108	60.00%	17	9.44%	4	2.22%	180
	Early Childhood	8	33.33%	13	54.17%	3	12.50%	0	0.00%	24
	Elementary	72	40.22%	91	50.84%	15	8.38%	1	0.56%	179
	Middle Grades	5	50.00%	5	50.00%	0	0.00%	0	0.00%	10
	Special Education	18	28.57%	41	65.08%	3	4.76%	1	1.59%	63
	Total	154	33.77%	258	56.58%	38	8.33%	6	1.32%	456
Standard 10.1	Content Endorsements	61	33.89%	101	56.11%	14	7.78%	4	2.22%	180
	Early Childhood	9	37.50%	13	54.17%	2	8.33%	0	0.00%	24
	Elementary	76	42.46%	90	50.28%	10	5.59%	3	1.68%	179
	Middle Grades	5	50.00%	5	50.00%	0	0.00%	0	0.00%	10
	Special Education	23	36.51%	34	53.97%	5	7.94%	1	1.59%	63
	Total	174	38.16%	243	53.29%	31	6.80%	8	1.75%	456
Standard 10.2	Content Endorsements	58	32.22%	92	51.11%	26	14.44%	4	2.22%	180
	Early Childhood	9	37.50%	11	45.83%	2	8.33%	2	8.33%	24
	Elementary	70	39.11%	92	51.40%	12	6.70%	5	2.79%	179
	Middle Grades	6	60.00%	4	40.00%	0	0.00%	0	0.00%	10
	Special Education	24	38.10%	32	50.79%	7	11.11%	0	0.00%	63
	Total	167	36.62%	231	50.66%	47	10.31%	11	2.41%	456

Figure 16. Survey Responses by Endorsement Type (Teachers)

STATEWIDE (TEACHERS NTYTS 2020)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
Standard 1.1	Content Endorsements	23	15.86%	104	71.72%	17	11.72%	1	0.69%	145
	Early Childhood	5	21.74%	17	73.91%	1	4.35%	0	0.00%	23
	Elementary	25	19.23%	89	68.46%	16	12.31%	0	0.00%	130
	Middle Grades	1	14.29%	5	71.43%	1	14.29%	0	0.00%	7
	Special Education	11	20.75%	38	71.70%	4	7.55%	0	0.00%	53
	Total	65	18.16%	253	70.67%	39	10.89%	1	0.28%	358
Standard 1.2	Content Endorsements	28	19.31%	101	69.66%	15	10.34%	1	0.69%	145
	Early Childhood	4	17.39%	17	73.91%	1	4.35%	0	0.00%	23
	Elementary	31	23.85%	85	65.38%	13	10.00%	1	0.77%	130
	Middle Grades	1	14.29%	5	71.43%	1	14.29%	0	0.00%	7
	Special Education	14	26.42%	35	66.04%	4	7.55%	0	0.00%	53
	Total	78	21.79%	244	68.16%	34	9.50%	2	0.56%	358
Standard 2.1	Content Endorsements	32	22.07%	86	59.31%	25	17.24%	2	1.38%	145
	Early Childhood	5	21.74%	15	65.22%	3	13.04%	0	0.00%	23
	Elementary	37	28.46%	68	52.31%	25	19.23%	0	0.00%	130
	Middle Grades	1	14.29%	4	57.14%	2	28.57%	0	0.00%	7
	Special Education	23	43.40%	27	50.94%	3	5.66%	0	0.00%	53
	Total	98	27.37%	200	55.87%	58	16.20%	2	0.56%	358
Standard 2.2	Content Endorsements	22	15.17%	83	57.24%	38	26.21%	2	1.38%	145
	Early Childhood	4	17.39%	13	56.52%	6	26.09%	0	0.00%	23
	Elementary	28	21.54%	66	50.77%	35	26.92%	1	0.77%	130
	Middle Grades	2	28.57%	4	57.14%	1	14.29%	0	0.00%	7
	Special Education	16	30.19%	30	56.60%	7	13.21%	0	0.00%	53
	Total	72	20.11%	196	54.75%	57	15.92%	3	0.84%	358
Standard 2.3	Content Endorsements	49	33.79%	69	47.59%	26	17.93%	1	0.69%	145
	Early Childhood	1	4.35%	16	69.57%	6	26.09%	0	0.00%	23
	Elementary	25	19.23%	72	55.38%	32	24.62%	1	0.77%	130
	Middle Grades	2	28.57%	3	42.86%	2	28.57%	0	0.00%	7
	Special Education	9	16.98%	26	49.06%	17	32.08%	1	1.89%	53
	Total	86	24.02%	186	51.96%	83	23.18%	3	0.84%	358
Standard 3.1	Content Endorsements	71	48.97%	69	47.59%	5	3.45%	0	0.00%	145

STATEWIDE (TEACHERS NTYTS 2020)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Early Childhood	12	52.17%	10	43.48%	1	4.35%	0	0.00%	23
	Elementary	74	56.92%	50	38.46%	6	4.62%	0	0.00%	130
	Middle Grades	3	42.86%	3	42.86%	1	14.29%	0	0.00%	7
	Special Education	28	52.83%	22	41.51%	3	5.66%	0	0.00%	53
	Total	188	52.51%	154	43.02%	16	4.47%	0	0.00%	358
Standard 3.2	Content Endorsements	55	37.93%	66	45.52%	23	15.86%	1	0.69%	145
	Early Childhood	6	26.09%	14	60.87%	3	13.04%	0	0.00%	23
	Elementary	51	39.23%	62	47.69%	13	10.00%	4	3.08%	130
	Middle Grades	1	14.29%	4	57.14%	2	28.57%	0	0.00%	7
	Special Education	16	30.19%	29	54.72%	8	15.09%	0	0.00%	53
	Total	129	36.03%	175	48.88%	49	13.69%	5	1.40%	358
Standard 4.1	Content Endorsements	61	42.07%	70	48.28%	14	9.66%	0	0.00%	145
	Early Childhood	3	13.04%	18	78.26%	2	8.70%	0	0.00%	23
	Elementary	28	21.54%	94	72.31%	8	6.15%	0	0.00%	130
	Middle Grades	1	14.29%	5	71.43%	1	14.29%	0	0.00%	7
	Special Education	11	20.75%	32	60.38%	8	15.09%	2	3.77%	53
	Total	104	29.05%	219	61.17%	33	9.22%	2	0.56%	358
Standard 4.2	Content Endorsements	65	44.83%	74	51.03%	6	4.14%	0	0.00%	145
	Early Childhood	3	13.04%	17	73.91%	3	13.04%	0	0.00%	23
	Elementary	32	24.62%	87	66.92%	11	8.46%	0	0.00%	130
	Middle Grades	1	14.29%	5	71.43%	1	14.29%	0	0.00%	7
	Special Education	14	26.42%	28	52.83%	9	16.98%	2	3.77%	53
	Total	115	32.12%	211	58.94%	30	8.38%	2	0.56%	358
Standard 4.3	Content Endorsements	49	33.79%	82	56.55%	14	9.66%	0	0.00%	145
	Early Childhood	3	13.04%	20	86.96%	0	0.00%	0	0.00%	23
	Elementary	33	25.38%	85	65.38%	12	9.23%	0	0.00%	130
	Middle Grades	2	28.57%	4	57.14%	1	14.29%	0	0.00%	7
	Special Education	14	26.42%	31	58.49%	7	13.21%	1	1.89%	53
	Total	101	28.21%	222	62.01%	34	9.50%	1	0.28%	358
Standard 5.1	Content Endorsements	32	22.07%	89	61.38%	24	16.55%	0	0.00%	145
	Early Childhood	2	8.70%	15	65.22%	6	26.09%	0	0.00%	23
	Elementary	11	8.46%	88	67.69%	31	23.85%	0	0.00%	130
	Middle Grades	2	28.57%	3	42.86%	2	28.57%	0	0.00%	7

STATEWIDE (TEACHERS NTYTS 2020)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Special Education	13	24.53%	21	39.62%	17	32.08%	2	3.77%	53
	Total	60	16.76%	216	60.34%	80	22.35%	2	0.56%	358
Standard 5.2	Content Endorsements	29	20.00%	91	62.76%	25	17.24%	0	0.00%	145
	Early Childhood	3	13.04%	19	82.61%	1	4.35%	0	0.00%	23
	Elementary	15	11.54%	93	71.54%	22	16.92%	0	0.00%	130
	Middle Grades	1	14.29%	4	57.14%	2	28.57%	0	0.00%	7
	Special Education	13	24.53%	23	43.40%	15	28.30%	2	3.77%	53
	Total	61	17.04%	230	64.25%	65	18.16%	2	0.56%	358
Standard 6.1	Content Endorsements	40	27.59%	93	64.14%	10	6.90%	2	1.38%	145
	Early Childhood	1	4.35%	20	86.96%	2	8.70%	0	0.00%	23
	Elementary	32	24.62%	81	62.31%	17	13.08%	0	0.00%	130
	Middle Grades	2	28.57%	3	42.86%	2	28.57%	0	0.00%	7
	Special Education	11	20.75%	31	58.49%	10	18.87%	1	1.89%	53
	Total	86	24.02%	228	63.69%	41	11.45%	3	0.84%	358
Standard 6.2	Content Endorsements	41	28.28%	85	58.62%	18	12.41%	1	0.69%	145
	Early Childhood	4	17.39%	13	56.52%	6	26.09%	0	0.00%	23
	Elementary	36	27.69%	82	63.08%	12	9.23%	0	0.00%	130
	Middle Grades	2	28.57%	3	42.86%	2	28.57%	0	0.00%	7
	Special Education	16	30.19%	28	52.83%	7	13.21%	2	3.77%	53
	Total	99	27.65%	211	58.94%	45	12.57%	3	0.84%	358
Standard 6.3	Content Endorsements	27	18.62%	83	57.24%	33	22.76%	2	1.38%	145
	Early Childhood	2	8.70%	16	69.57%	5	21.74%	0	0.00%	23
	Elementary	27	20.77%	82	63.08%	19	14.62%	2	1.54%	130
	Middle Grades	2	28.57%	3	42.86%	1	14.29%	1	14.29%	7
	Special Education	14	26.42%	31	58.49%	8	15.09%	0	0.00%	53
	Total	72	20.11%	215	60.06%	66	18.44%	5	1.40%	358
Standard 6.4	Content Endorsements	25	17.24%	88	60.69%	31	21.38%	1	0.69%	145
	Early Childhood	4	17.39%	13	56.52%	6	26.09%	0	0.00%	23
	Elementary	23	17.69%	89	68.46%	16	12.31%	2	1.54%	130
	Middle Grades	1	14.29%	4	57.14%	2	28.57%	0	0.00%	7
	Special Education	17	32.08%	29	54.72%	6	11.32%	1	1.89%	53
	Total	70	19.55%	223	62.29%	61	17.04%	4	1.12%	358
Standard 7.1	Content Endorsements	50	34.48%	75	51.72%	19	13.10%	1	0.69%	145

STATEWIDE (TEACHERS NTYTS 2020)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Early Childhood	2	8.70%	18	78.26%	3	13.04%	0	0.00%	23
	Elementary	30	23.08%	87	66.92%	12	9.23%	1	0.77%	130
	Middle Grades	2	28.57%	3	42.86%	2	28.57%	0	0.00%	7
	Special Education	15	28.30%	28	52.83%	8	15.09%	2	3.77%	53
	Total	99	27.65%	211	58.94%	44	12.29%	4	1.12%	358
Standard 7.2	Content Endorsements	44	30.34%	78	53.79%	22	15.17%	1	0.69%	145
	Early Childhood	1	4.35%	20	86.96%	2	8.70%	0	0.00%	23
	Elementary	30	23.08%	87	66.92%	21	16.15%	1	0.77%	130
	Middle Grades	1	14.29%	3	42.86%	3	42.86%	0	0.00%	7
	Special Education	14	26.42%	27	50.94%	12	22.64%	0	0.00%	53
	Total	90	25.14%	206	57.54%	60	16.76%	2	0.56%	358
Standard 8.1	Content Endorsements	35	24.14%	79	54.48%	30	20.69%	1	0.69%	145
	Early Childhood	2	8.70%	13	56.52%	8	34.78%	0	0.00%	23
	Elementary	34	26.15%	67	51.54%	28	21.54%	1	0.77%	130
	Middle Grades	1	14.29%	3	42.86%	2	28.57%	1	14.29%	7
	Special Education	9	16.98%	27	50.94%	14	26.42%	3	5.66%	53
	Total	81	22.63%	189	52.79%	82	22.91%	6	1.68%	358
Standard 8.2	Content Endorsements	34	23.45%	82	56.55%	28	19.31%	1	0.69%	145
	Early Childhood	1	4.35%	18	78.26%	4	17.39%	0	0.00%	23
	Elementary	22	16.92%	83	63.85%	24	18.46%	1	0.77%	130
	Middle Grades	1	14.29%	3	42.86%	3	42.86%	0	0.00%	7
	Special Education	14	26.42%	23	43.40%	14	26.42%	2	3.77%	53
	Total	72	20.11%	209	58.38%	73	20.39%	4	1.12%	358
Standard 8.3	Content Endorsements	31	21.38%	88	60.69%	25	17.24%	1	0.69%	145
	Early Childhood	3	13.04%	17	73.91%	3	13.04%	0	0.00%	23
	Elementary	34	26.15%	80	61.54%	14	10.77%	2	1.54%	130
	Middle Grades	1	14.29%	3	42.86%	3	42.86%	0	0.00%	7
	Special Education	16	30.19%	28	52.83%	8	15.09%	1	1.89%	53
	Total	85	23.74%	216	60.34%	53	14.80%	4	1.12%	358
Standard 9.1	Content Endorsements	48	33.10%	82	56.55%	15	10.34%	0	0.00%	145
	Early Childhood	3	13.04%	19	82.61%	1	4.35%	0	0.00%	23
	Elementary	52	40.00%	68	52.31%	10	7.69%	0	0.00%	130
	Middle Grades	1	14.29%	5	71.43%	1	14.29%	0	0.00%	7



STATEWIDE (TEACHERS NTYTS 2020)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Special Education	21	39.62%	28	52.83%	3	5.66%	1	1.89%	53
	Total	125	34.92%	202	56.42%	30	8.38%	1	0.28%	358
Standard 9.2	Content Endorsements	40	27.59%	86	59.31%	19	13.10%	0	0.00%	145
	Early Childhood	2	8.70%	20	86.96%	1	4.35%	0	0.00%	23
	Elementary	46	35.38%	73	56.15%	11	8.46%	0	0.00%	130
	Middle Grades	1	14.29%	5	71.43%	1	14.29%	0	0.00%	7
	Special Education	16	30.19%	30	56.60%	7	13.21%	0	0.00%	53
	Total	105	29.33%	214	59.78%	39	10.89%	0	0.00%	358
Standard 10.1	Content Endorsements	63	43.45%	69	47.59%	12	8.28%	1	0.69%	145
	Early Childhood	8	34.78%	13	56.52%	2	8.70%	0	0.00%	23
	Elementary	57	43.85%	65	50.00%	8	6.15%	0	0.00%	130
	Middle Grades	1	14.29%	5	71.43%	0	0.00%	1	14.29%	7
	Special Education	23	43.40%	26	49.06%	3	5.66%	1	1.89%	53
	Total	152	42.46%	178	49.72%	25	6.98%	3	0.84%	358
Standard 10.2	Content Endorsements	44	30.34%	83	57.24%	16	11.03%	2	1.38%	145
	Early Childhood	6	26.09%	15	65.22%	2	8.70%	0	0.00%	23
	Elementary	50	38.46%	66	50.77%	12	9.23%	2	1.54%	130
	Middle Grades	1	14.29%	5	71.43%	0	0.00%	1	14.29%	7
	Special Education	20	37.74%	28	52.83%	5	9.43%	0	0.00%	53
	Total	121	33.80%	197	55.03%	35	9.78%	5	1.40%	358