

2022 Nebraska First Year Teacher Survey: Summary Report

December 2nd, 2022

Prepared by

Shawn Gu (shawn.gu@nebraska.gov)

Shanshan Deng (Shanshan.Deng@nebraska.gov)





Table of Contents

ntroduction	. 2
ſethod	.3
lesults	
Descriptive Statistics	
Correlation Analysis	
Conclusions	
ppendix	



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 2022. This year marks the eighth successful implementation of the survey, with the survey being sent to both principals and first-year teachers for the sixth time. Surveys were distributed to the principals of first-year teachers, and to the first-year teachers themselves, who completed their preparation programs at 14 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. University of Nebraska at Kearney
- 11. University of Nebraska at Lincoln
- 12. University of Nebraska at Omaha
- 13. Wayne State College
- 14. 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 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 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 2021-2022 school year and received their initial teaching endorsement during the 2020-2021 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 3rd to HR/Institutional Research staff, principals, and teachers. The survey email invitation was also sent out on March 10th with subsequent email reminders sent on March 24th, March 31st and April 4th. The survey finally closed on April 8th, roughly 4 weeks and 1 day 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, 656 surveys were distributed to principals and 401 were returned, resulting in a response rate of 61.13%. This response rate represents a 3.24% increase from that of last year's NFYTS administration. For teachers, 656 surveys were distributed and 408 were returned, resulting in a response rate of 62.67%. The response rate represents a significant 0.38% 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.



	Preparation Institution	Responses (n)	Sample	Response Rate (%)
1	Chadron State College	23	28	82.14%
2	College of Saint Mary	8	15	53.33%
3	Concordia University	16	20	80.00%
4	Creighton University	3	8	37.50%
5	Doane University	23	34	67.65%
6	Hastings College	15	26	57.69%
7	Midland University	8	13	61.54%
8	Nebraska Wesleyan University	10	17	58.82%
9	Peru State College	18	23	78.26%
10	University of Nebraska at Kearney	62	94	65.96%
11	University of Nebraska at Lincoln	119	194	61.34%
12	University of Nebraska at Omaha	58	114	50.88%
13	Wayne State College	37	67	55.22%
14	York College	1	3	33.33%
	Total	401	656	61.13%

Table 1. Responses for each preparation institution (Principals)

 Table 2. Responses for each preparation institution (Teachers)

	Preparation Institution	Responses (n)	Sample	Response Rate (%)
1	Chadron State College	19	28	67.86%
2	College of Saint Mary	9	15	60.00%
3	Concordia University	11	20	55.00%
4	Creighton University	8	8	100.00%
5	Doane University	23	34	67.65%
6	Hastings College	17	26	65.38%
7	Midland University	9	13	69.23%
8	Nebraska Wesleyan University	13	17	76.47%
9	Peru State College	13	23	56.52%
10	University of Nebraska at Kearney	58	94	61.70%
11	University of Nebraska at Lincoln	119	194	61.34%
12	University of Nebraska at Omaha	64	114	56.14%
13	Wayne State College	42	67	62.69%
14	York College	3	3	100.00%
	Total	408	656	62.67%



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

igure i ourieg ofundaria maleutoro
Standard 1: Learner Development
Standard 1.1 - Uses knowledge of students and their development and adjusts teaching to
facilitate student learning.
Standard 1.2 - Builds on student strengths to facilitate learning.
Standard 2: Learning Differences
Standard 2.1 - Can identify differentiation in student needs.
Standard 2.2 - Responds to differentiation in student needs with individualized instruction and
varied learning experiences.
Standard 2.3 - Brings multiple perspectives and cultural resources to content and discussions.
Standard 3: Learning Environments
Standard 3.1 - Promotes a positive classroom environment.
Standard 3.2 - Uses and communicates clear task and behavioral expectations to support an
environment of learning.
Standard 4: Content Knowledge
Standard 4.1 - Uses and communicates content knowledge.
Standard 4.2 - Uses academic vocabulary and grammar.
Standard 4.3 - Provides opportunities for students to demonstrate their content knowledge.
Standard 5: Application of Content
Standard 5.1 - Helps students link concepts and engage in critical thinking.
Standard 5.2 - Engages students in the development of literacy and communication skills.
Standard 6: Assessment
Standard 6.1 - Matches instructions and assessments to learning objectives
Standard 6.2 - Uses formative and summative classroom assessments that facilitate learning
Standard 6.3 - Amends instructional strategies and adapts interventions as needed
Standard 6.4 - Provides differentiated instruction and assessments that positively impact
learning
Standard 7: Planning for Instruction
Standard 7.1 - Plans sequenced learning experiences and performance tasks linked to learning
objectives
Standard 7.2 - Plans and implement multiple ways for students to demonstrate their
knowledge and skills.
Standard 8: Instructional Strategies
Standard 8.1 - Incorporates digital tools and technologies into instruction
Standard 8.2 - Uses evidence-based strategies to support critical thinking and content learning
F



Standard 8.3 - Organized and manages the learning environment to maximize student engagement.

Standard 9: Professional Learning and Ethical Practice

Standard 9.1 - Invites constructive feedback and responds positively

Standard 9.2 - Sets and implements goals to improve practice

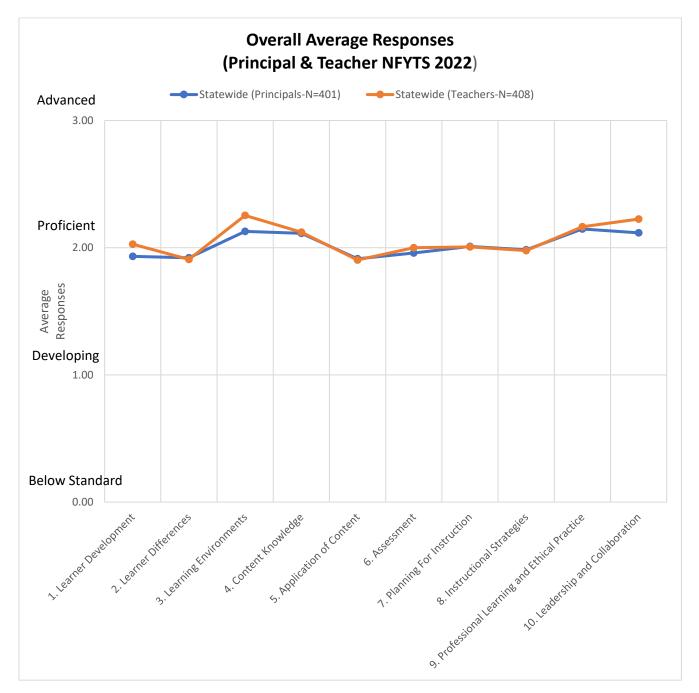
Standard 10: Leadership and Collaboration

Standard 10.1 - Communicates professionally - oral, written, and electronic

Standard 10.2 - Responds to people, problems and crises effectively







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 indicator 1, 3, and 10. The teachers rated themselves slightly higher on 6 out of 10 indicators than principals. The t-tests results of all 10 indicators are displayed in Table 11 in the Appendix.

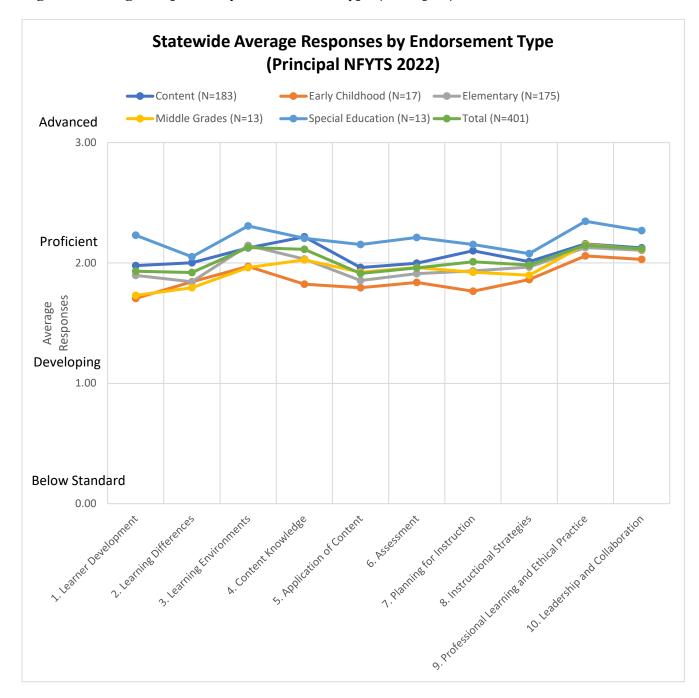


Figure 3. Average Responses by Endorsement Type (Principals)

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 Special



Education obtained the highest ratings on 9 out of the 10 indicators. On the other hand, teachers with endorsements in Early Childhood received the lowest ratings on 8 out of the 10 indicators. All average ratings were a little above or slightly below 2 ("Proficient").

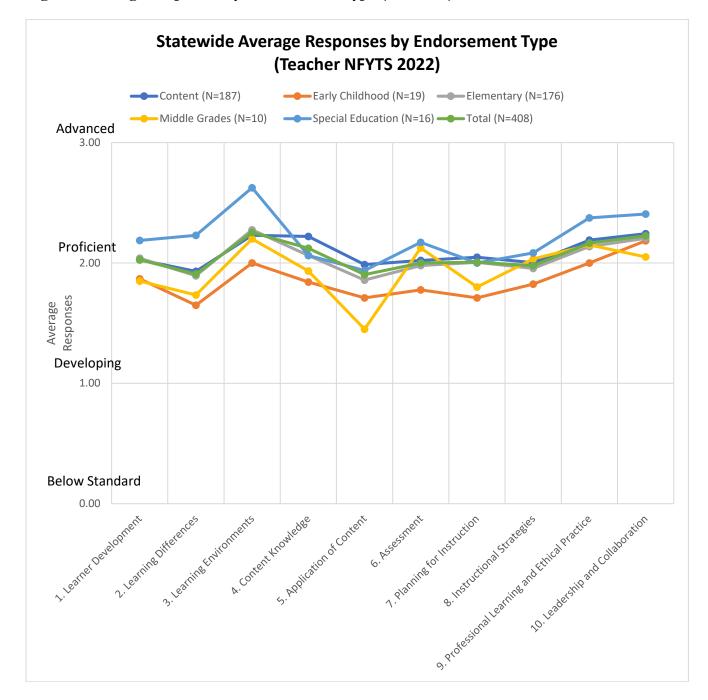


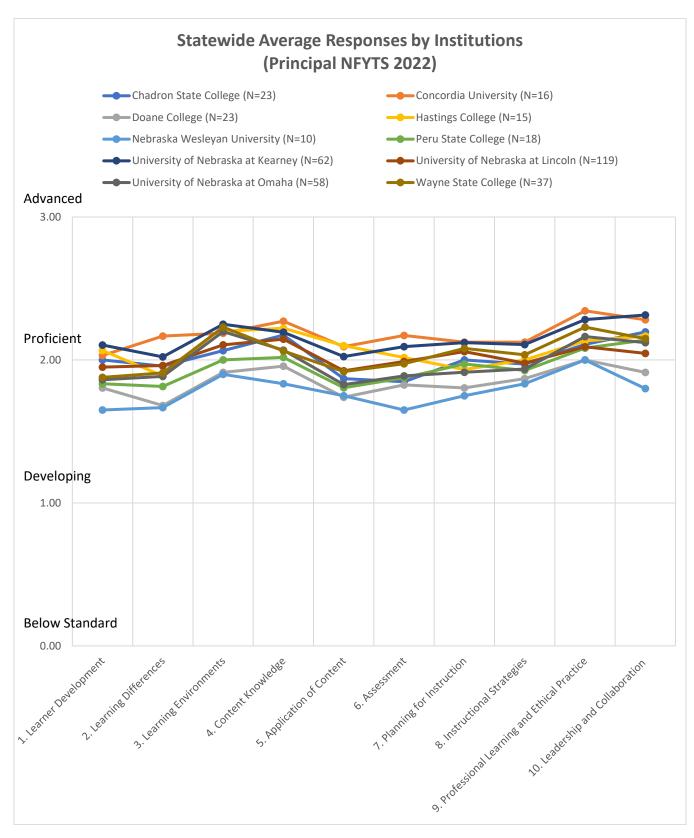
Figure 4. Average Responses by Endorsement Type (Teachers)

Figure 4 shows first-year teachers' mean responses disaggregated by endorsement types that correspond to the majority of their school assignments. Like the results found for principals in Figure 3, first-year teachers with endorsements for Special Education obtained the highest average ratings



on 7 out of the 10 indicators. However, endorsement for Early Childhood received the lowest average ratings on 7 of the 10 indicators. Differences observed between each endorsement category were relatively minor, and the majority of average ratings were slightly below or above 2 ("Proficient").





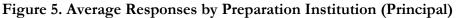
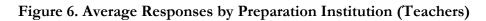


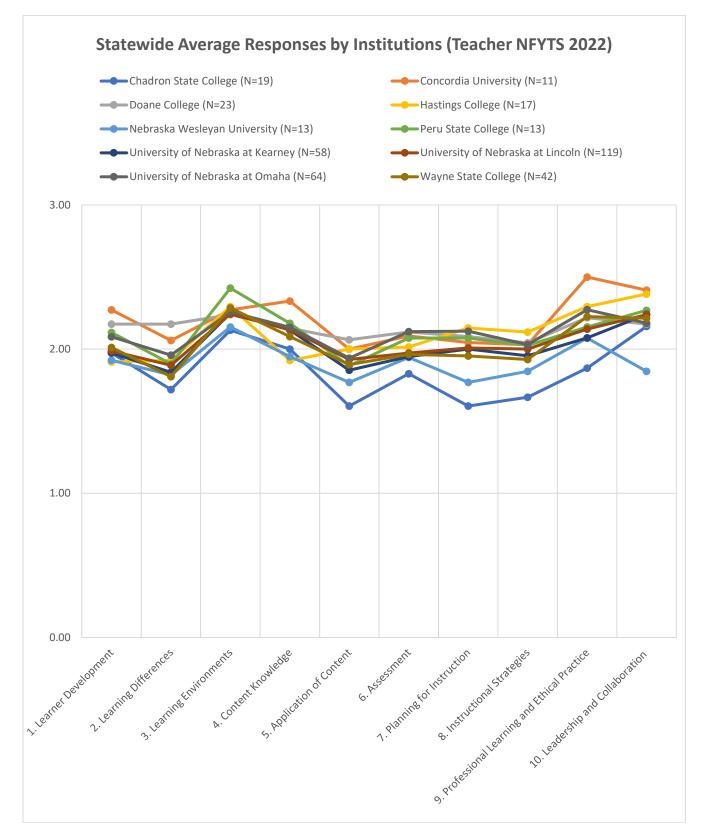


Figure 5 shows the average responses of principals categorized into their respective preparation institutions; most institutions showed a similar trend across all 10 indicators. Due to small sample sizes, colleges such as College of Saint Mary (N=8), Creighton University (N=3), Midland University (N=8), and York College (N=1) all were removed from the graph. Of the remaining 10 institutions (with at least 10 respondents), Concordia University had the highest average ratings on 6 of the 10 indicators. While Nebraska Wesleyan University 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 first-year teachers (around "Proficient"), based on principals' views.

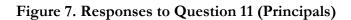
Figure 6 displays the average responses of first-year teachers disaggregated by each preparation institution. Like the previous chart, colleges such as College of Saint Mary (N=9), Creighton University (N=8), Midland University (N=9), and York College (N=3) were removed due to their relatively small sample size. Of the remaining 10 institution (with at least 10 respondents), Concordia University had the highest average ratings on 4 of the 10 indicators. While Chadron State College had the lowest average ratings on 7 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.











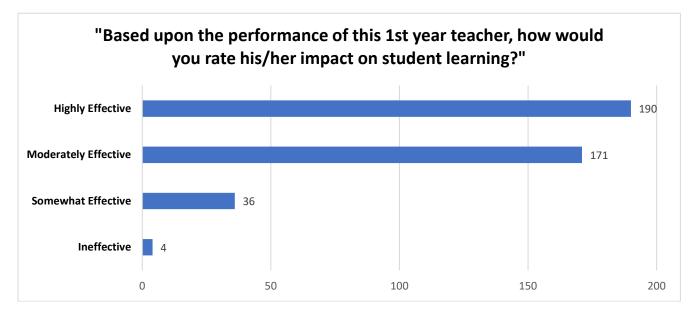
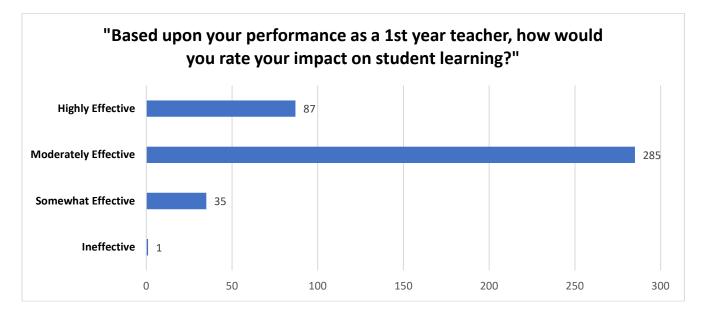


Figure 8. Responses to Question 11 (Teachers)



In Figure 7, principals were asked to evaluate first-year teachers' impact on student learning. Close to half (47%) of all principals thought the teachers were highly effective, and 43% of them rated them as moderately effective. In Figure 8, first-year teachers were asked to give a self-evaluation on student learning. Comparatively, 70% of all first-year teachers considered their impact as moderately effective, and 21% of them rated themselves as highly effective teachers.







Figure 10. Responses to Question 12 (Teachers)

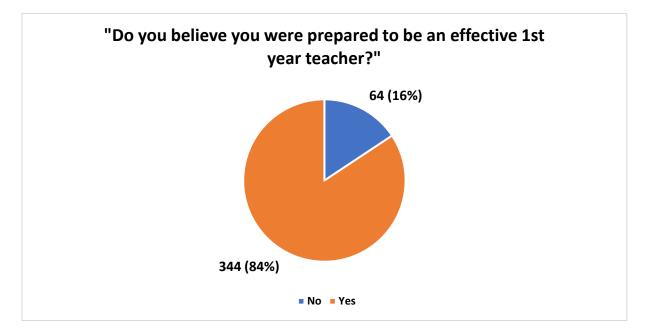


Figure 9 indicates principals' responses to the question "Would you consider this teacher effectively prepared for continuing employment in your district?", 97% of all principals responded "Yes". The results of first-year teachers rating themselves as effectively prepared teachers are shown in Figure 10, and 84% 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.

Indicator	1	2	3	4	5	6	7	8	9	10
1	1.00									
2	0.85	1.00								
3	0.73	0.76	1.00							
4	0.78	0.80	0.72	1.00						
5	0.78	0.80	0.70	0.78	1.00					
6	0.82	0.86	0.74	0.79	0.83	1.00				
7	0.70	0.76	0.65	0.74	0.76	0.78	1.00			
8	0.76	0.80	0.75	0.75	0.79	0.83	0.81	1.00		
9	0.69	0.68	0.66	0.65	0.66	0.69	0.64	0.70	1.00	
10	0.70	0.66	0.69	0.66	0.62	0.68	<u>0.61</u>	0.65	0.79	1.00

Table 3. Correlation Coefficients between Indicators (Principals)

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 0.60. All correlation coefficients are positive, indicating that as the average response to one indicator increases, so does the average response to another indicator. There is one highest positive linear relationship within the indicators, with a correlation coefficient of 0.86 (bolded in Table 3): Indicator 6 (Assessment) and Indicator 2 (Learning Differences). The lowest correlation coefficient (underlined in Table 3) was between Indicator 10 (Leadership and Collaboration) and Indicator 7 (Planning for Instruction).



Indicator	1	2	3	4	5	6	7	8	9	10
1	1.00									
2	0.67	1.00								
3	0.51	0.55	1.00							
4	0.56	0.55	0.44	1.00						
5	0.59	0.63	0.44	0.63	1.00					
6	0.62	0.64	0.50	0.62	0.60	1.00				
7	0.52	0.55	0.45	0.54	0.61	0.64	1.00			
8	0.58	0.58	0.50	0.50	0.64	0.60	0.60	1.00		
9	0.54	0.58	0.53	0.45	0.52	0.56	0.51	0.53	1.00	
10	0.50	0.43	0.54	0.44	0.42	0.41	<u>0.39</u>	0.49	0.54	1.00

Table 4. Correlation Coefficients between Indicators (Teachers)

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

In comparison, for the correlation coefficients between 10 indicators for teachers, all numbers are slightly lower; values are between 0.39 and 0.67. The highest positive linear relationships within the indicators, with correlation coefficients of 0.67 (bolded in Table 4) are Indicator 1 (Learner Development) and Indicator 2 (Learning Differences). The lowest correlation coefficient (underlined in Table 4) was between Indicator 10 (Leadership and Collaboration) and Indicator 7 (Planning for Instruction).

Conclusions

The 2022 Nebraska First Year Teacher Survey is the sixth 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 61.13%. The response rate of first-year teachers is 62.67%.

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 is little discrepancy across preparation institutions and endorsement types. However, teachers tend to respond more generously than principals.



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

1 st Year		
DATE	ACTIVITY	COMMENTS
Feb 23, 2022	Initial Email List	Max Reiner to send EPPA (Educator Preparation
		Program Approval) and DRE (Data, Research and
		Evaluation) email list
Feb 28, 2022	Final Email List	EPPA and DRE to prepare final email list
March 3, 2022	Pre-notice emailed	Kelly Heineke to send pre-notice to HR/Institutional
	- Institutions	Research staff
March 3, 2022	Pre-notice emailed	DRE to send pre-notice to principals and teachers
	- Respondents	
March 10, 2022	Email Invitation	DRE to send invitation to principals and teachers
Every Thurs,	Bulletin	NDE Helpdesk to include NFYTS announcement on
March 16 –	Announcement	weekly bulletin
April 7, 2022		
March 24, 2022	Non-respondent	DRE to send non-respondent lists to Kelly Heineke
	List to PM	
March 24, 2022	Notice to	Kelly Heineke to enlist help from institutions for
	Institutions	upcoming final reminder
March 24, 2022	Information for	Kelly Heineke to send non-respondent lists to
	Preparation	institutions and provide template of text for IHEs to use
	Institutions	
March 24, 2022	1 st Email Reminder	DRE to send reminder to non-respondents
March 31, 2022	2 nd Email	Institutions to send final reminder to non-respondents
	Reminder	
April 4, 2022	Final Email	DRE to send final reminder to non-respondents
	Reminder	
April 8, 2022	Closure	DRE to close the NFYTS



Pre-notice to HR/Institutional Research Staff

Date: March 3, 2022 To: [Human Resource and Institutional Research Contacts] Subject: Announcement of the 2022 Nebraska 1st Year Teacher Survey Attachment: 2022 Nebraska 1st Year Teacher Survey.pdf

Good morning,

We are once again scheduled to distribute the 2022 Nebraska 1st Year Teacher Survey, now in its fifth year of statewide distribution. We were extremely pleased with the approximately 58% response rate for principals and 62% for teachers last year, and continue to appreciate your support in this endeavor!

Please note that this year, we are still requesting both principals <u>and</u> 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 10, 2022 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!

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



Pre-notice to Principals Date: March 3, 2022 To: [Principal_Email] Subject: Announcement of the 2022 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 2022 Nebraska 1st Year Teacher Survey which will be sent via email to you on March 10, 2022. This survey will be sent to principals who have new-to-the-profession teachers who are completing their 1st full year of teaching in 2021-2022. These teachers will have obtained a regular initial teaching certificate during the 2020-2021 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 8, 2022** at <u>nde.research@nebraska.gov</u>. This will allow us to direct the actual survey, which will be sent on **March 10, 2022** 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 2022 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 <u>nde.research@nebraska.gov</u>.

Kelly Heineke Director Educator Preparation Program Approval



Office of Accountability, Accreditation, & Program Approval <u>kelly.heineke@nebraska.gov</u>



Pre-notice to Teachers Date: March 3, 2022 To: [Teacher_Email] Subject: Announcement of the 2022 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 2022 Nebraska 1st Year Teacher Survey which will be sent via email to you on March 10, 2022. Our records indicate that you completed a teacher preparation program at a Nebraska institution and are completing your 1st full year of teaching in 2021-2022. This survey will specifically be directed to 1st year teachers who obtained a regular initial teaching certificate during the 2020-2021 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 8, 2022** at <u>nde.research@nebraska.gov</u>. This will allow us to direct the actual survey, which will be sent on **March 10, 2022** 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 2022 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 <u>nde.research@nebraska.gov</u>.

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



Email Invitation to Principals

Date: March 10, 2022 To: [Principal_Email] Subject: 2022 Nebraska 1st Year Teacher Survey

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

indicators for each item on the survey.

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 2022 Nebraska 1st Year Teacher survey, for which you should have received an advance notice email on **March 3, 2021**. 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 2021-2022 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

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 2022 Nebraska 1st Year Teacher Survey. The survey will close on **April 8, 2022, 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 <u>nde.research@nebraska.gov</u>.



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



Email Invitation to Teachers

Date: March 10, 2022 To: [Teacher_Email] Subject: 2022 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 2021-2022 on a regular initial teaching certificate, NDE is requesting your participation in the 2022 Nebraska 1st Year Teacher survey, for which you should have received an advance notice email on March 3, 2022. 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 2022 Nebraska 1st Year Teacher Survey. The survey will close on **April 8, 2022, 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 <u>nde.research@nebraska.gov</u>.

Kelly Heineke Director Educator Preparation Program Approval Office of Accountability, Accreditation, & Program Approval



kelly.heineke@nebraska.gov



Pre-notice to Institutions

Date: March 10, 2022 To: [Institution Contacts] Subject: 2022 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 <u>and</u> 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 March 31, 2022. 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 24, 2022.

As always, THANK YOU for your continued support.

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



Bulletin Announcement

Date: Every Thursday, March 16 – April 7, 2022 To: [NDE Bulletin Recipients] Subject: 2022 Nebraska 1st Year Teacher Survey Contact: <u>nde.research@nebraska.gov</u>

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 10, 2022 to complete the 2022 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 8, 2022**.



Email Reminder to Principals

Date: March 24, 2022 To: [Principal_Email] Subject: Reminder: 2022 Nebraska 1st Year Teacher Survey

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

On March 10, we sent you an email invitation to participate in the 2022 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 8, 2022**.

The survey can be accessed by clicking on the following link: \${1://SurveyLink?d=Take%20the%20Survey}

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

Sincerely,

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



Email Reminder to Teachers

Date: March 24, 2022 To: [Teacher_Email] Subject: Reminder: 2022 Nebraska 1st Year Teacher Survey

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

On March 10, we sent you an email invitation to participate in the 2022 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 8**, **2022**.

The survey can be accessed by clicking on the following link: \${1://SurveyLink?d=Take%20the%20Survey}

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

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



Help Request: Final Email Reminder

Date: April 4, 2022 To: [Institution Contacts] Subject: Reminder Help: 2022 Nebraska 1st Year Teacher Survey Attachment: List.xls

Good morning,

Attached you will find the list of principals and 1st year teachers who have not yet responded to the 2022 Nebraska 1st Year Teacher Survey as of March 24, 2022. As we have mentioned previously in an email, we hope you will consider making a contact with these folks to assure them that their participation is important. To date, we are at a 40% response rate, and our goal is to increase that significantly!

The following is a suggestion for your email contact to the principals and 1st year teachers on **Wednesday, April 8, 2022**.

Subject: Final Reminder: 2022 Nebraska 1st Year Teacher Survey

Greetings!

On March 10, 2022, you received a request from the Nebraska Department of Education (NDE) to participate in the 2022 Nebraska 1st Year Teacher Survey. This survey is important to ______ [Institution Name], as well as Nebraska educator preparation institutions in general, as it provides us with your perceptions as a:

- 1) Principal, regarding the extent to which the 1st year teacher(s) employed by your school system was effectively prepared; or
- 2) 1st year teacher, regarding the extent to which you believe you were effectively prepared for teaching in the school system.

According to NDE records, you have yet to respond to this survey. I am reaching out to ask you to please consider completing the survey which will close on **Friday, April 8, 2022.**

Note to principals: The survey is not intended to be an evaluation of the 1st year teacher, but rather to inform continuous improvement efforts related to preparing effective educators for Nebraska schools.

If you cannot locate the email invitation from <u>nde.research@nebraska.gov</u> on March 15, 2022, please send an email to <u>nde.research@nebraska.gov</u> and it will be resent to you.

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



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	1.9127	2.0343
Standard 1.2	1.9501	2.0196
Standard 2.1	1.9426	1.9314
Standard 2.2	1.8803	1.8529
Standard 2.3	1.9401	1.9412
Standard 3.1	2.2269	2.3922
Standard 3.2	2.0299	2.1152
Standard 4.1	2.1197	2.1078
Standard 4.2	2.1197	2.1593
Standard 4.3	2.0998	2.0980
Standard 5.1	1.8628	1.8750
Standard 5.2	1.9626	1.9314
Standard 6.1	2.0549	2.0686
Standard 6.2	1.9875	2.0980
Standard 6.3	1.9102	1.9142
Standard 6.4	1.8828	1.9191
Standard 7.1	2.0399	2.0245
Standard 7.2	1.9800	1.9877
Standard 8.1	2.0698	2.0392
Standard 8.2	1.8953	1.9216
Standard 8.3	1.9850	1.9706
Standard 9.1	2.2070	2.2377
Standard 9.2	2.0873	2.0907
Standard 10.1	2.1546	2.2990
Standard 10.2	2.0798	2.1520



Table 11. T-test Results of Indicators (manual)

Indicator	t-value
	(p-value)
1. Learner Development	2.302 (0.022)
2 Learning Differences	-0.294
2. Learning Differences	(0.768)
3. Learning Environments	2.770 (0.006)
4. Content Knowledge	0.228
	(0.819)
5. Application of Content	-0.226 (0.821)
6. Assessment	1.054
	(0.292)
7. Planning for Instruction	-0.093 (0.926)
8. Instructional Strategies	-0.159
0	(0.874)
9. Professional Learning and Ethical Practice	$ \begin{array}{c} 0.410 \\ (0.682) \end{array} $
10. Leadership and Collaboration	2.502
1	(0.013)

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	0.84	1.00

Indicator 2. Learner Differences (Principals)

Correlation	Standard 2.1	Standard 2.2	Standard 2.3
Coefficient			
Standard 2.1	1.00		
Standard 2.2	0.80	1.00	
Standard 2.3	0.65	0.66	1.00

Indicator 3. Learning Environments (Principals)

Correlation	Standard 3.1	Standard 3.2
Coefficient		
Standard 3.1	1.00	
Standard 3.2	0.77	1.00



Indicator 4. Content Knowledge (Principals)

Correlation Coefficient	Standard 4.1	Standard 4.2	Standard 4.3
Standard 4.1	1.00		
Standard 4.2	0.83	1.00	
Standard 4.3	0.78	0.76	1.00

Indicator 5. Application of Content (Principals)

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

Indicator 6. Assessment (Principals)

Correlation	Standard 6.1	Standard 6.2	Standard 6.3	Standard 6.4
Coefficient				
Standard 6.1	1.00			
Standard 6.2	0.80	1.00		
Standard 6.3	0.74	0.80	1.00	
Standard 6.4	0.72	0.76	0.84	1.00

Indicator 7. Planning for Instruction (Principals)

Correlation Coefficient	Standard 7.1	Standard 7.1
Standard 7.1	1.00	
Standard 7.2	0.79	1.00

Indicator 8. Instructional Strategies (Principals)

Correlation	Standard 8.1	Standard 8.2	Standard 8.3
Coefficient			
Standard 8.1	1.00		
Standard 8.2	0.70	1.00	
Standard 8.3	0.59	0.69	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	0.80	1.00

Indicator 10. Leadership and Collaboration (Principals)

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



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

Correlation Coefficient	Standard 1.1	Standard 1.1
Standard 1.1	1.00	
Standard 1.2	0.65	1.00

Indicator 1. Learner Development (Teachers)

Indicator 2. Learner Differences (Teachers)

Correlation Coefficient	Standard 2.1	Standard 2.2	Standard 2.3
Standard 2.1	1.00		
Standard 2.2	0.71	1.00	
Standard 2.3	0.44	0.48	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	Standard 4.1	Standard 4.2	Standard 4.3
Coefficient			
Standard 4.1	1.00		
Standard 4.2	0.70	1.00	
Standard 4.3	0.61	0.58	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	Standard 6.1	Standard 6.2	Standard 6.3	Standard 6.4
Coefficient				
Standard 6.1	1.00			
Standard 6.2	0.62	1.00		
Standard 6.3	0.49	0.50	1.00	
Standard 6.4	0.50	0.47	0.67	1.00



Indicator 7. Planning for Instruction (Teachers)

Correlation Coefficient	Standard 7.1	Standard 7.2
Standard 7.1	1.00	
Standard 7.2	0.71	1.00

Indicator 8. Instructional Strategies (Teachers)

Correlation	Standard 8.1	Standard 8.2	Standard 8.3
Coefficient			
Standard 8.1	1.00		
Standard 8.2	0.41	1.00	
Standard 8.3	0.37	0.53	1.00

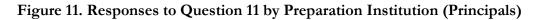
Indicator 9. Professional Learning and Ethical Practice (Teachers)

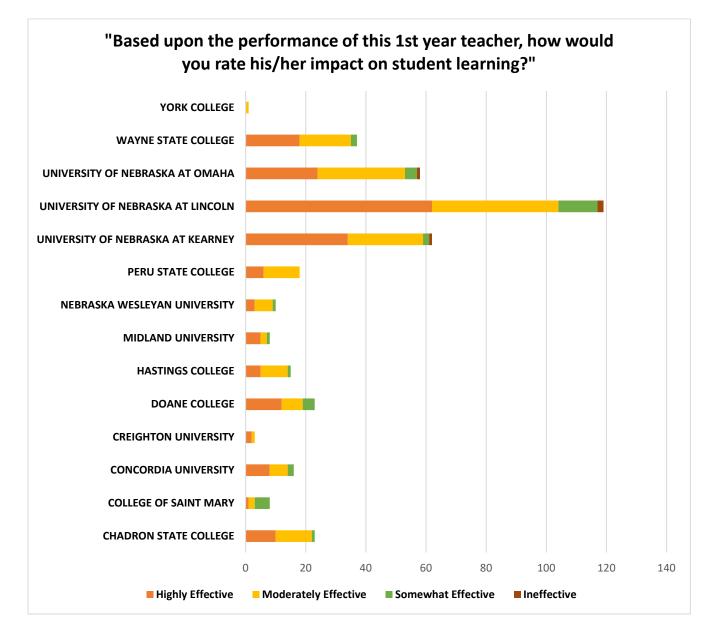
Correlation Coefficient	Standard 9.1	Standard 9.2
Standard 9.1	1.00	
Standard 9.2	0.69	1.00

Indicator 10. Leadership and Collaboration (Teachers)

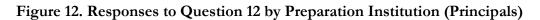
Correlation	Standard 10.1	Standard 10.2
Coefficient		
Standard 10.1	1.00	
Standard 10.2	0.75	1.00

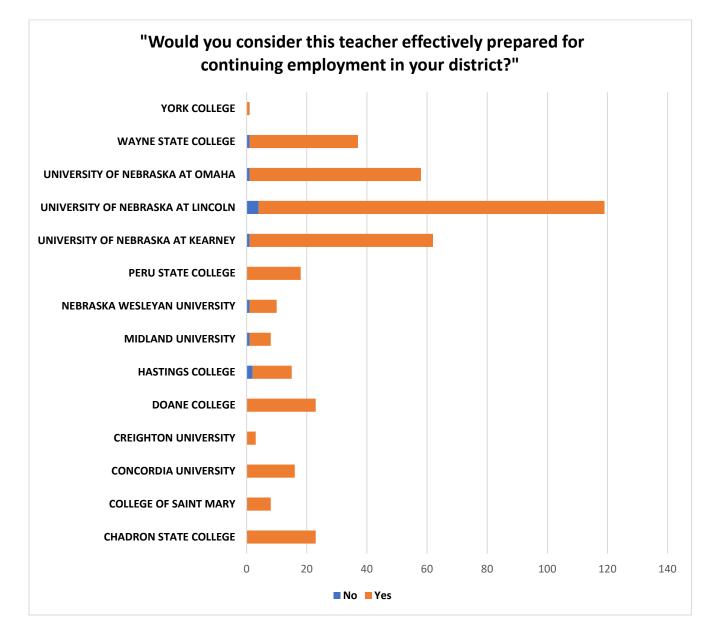




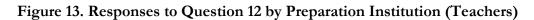


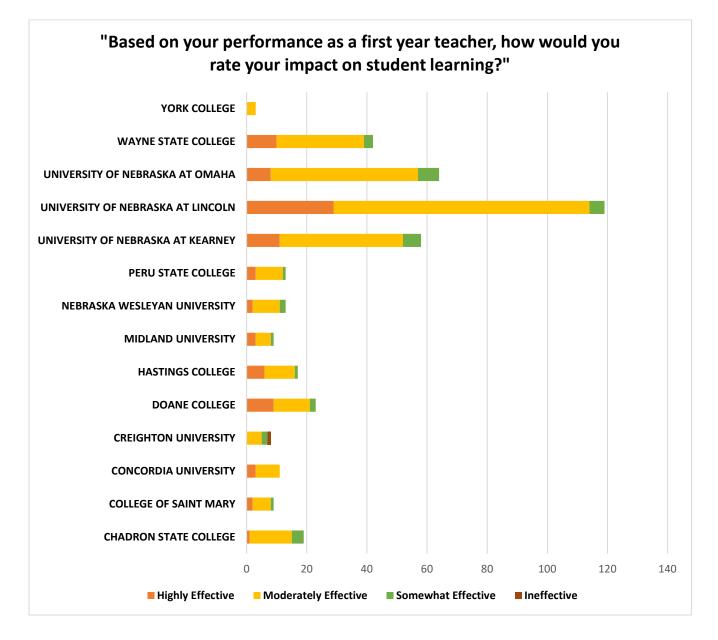














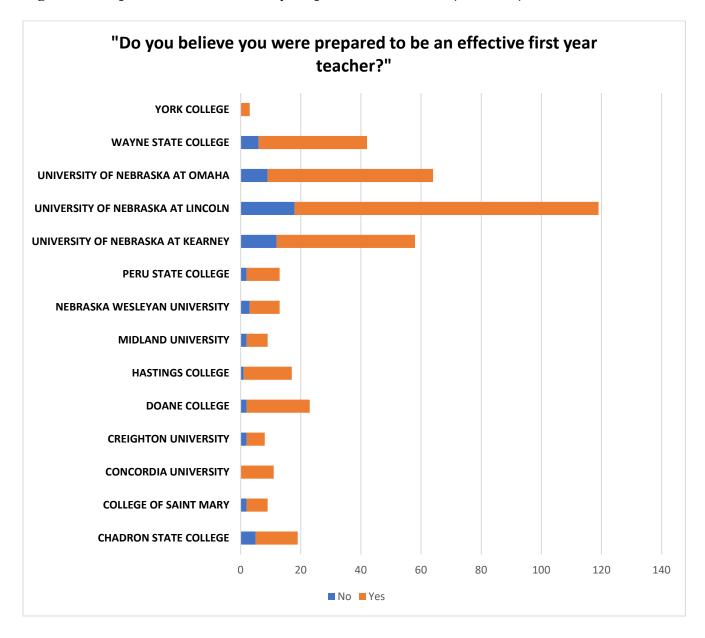


Figure 14. Responses to Question 12 by Preparation Institution (Teachers)



Figure 15. Survey Responses by Endorsement Type (Principals)

	STA	ATEW	/IDE (PR	INCI	PALS NF	YTS 2	022)			
	Endorsement Type	Ad	vanced	Pro	oficient	Dev	eloping		Below tandard	Grand Total
		Ν	%	Ν	%	Ν	%	Ν	%	Ν
	Content Endorsements	37	20.22%	103	56.28%	42	22.95%	1	0.55%	183
Standard	Early Childhood	0	0.00%	13	76.47%	4	23.53%	0	0.00%	17
1.1	Elementary	20	11.43%	118	67.43%	33	18.86%	4	2.29%	175
	Middle Grades	1	7.69%	7	53.85%	4	30.77%	1	7.69%	13
	Special Education	5	38.46%	5	38.46%	3	23.08%	0	0.00%	13
	Total	63	15.71%	246	61.35%	86	21.45%	6	1.50%	401
	Content Endorsements	45	24.59%	94	51.37%	42	22.95%	2	1.09%	183
Standard	Early Childhood	0	0.00%	11	64.71%	6	35.29%	0	0.00%	17
1.2	Elementary	25	14.29%	113	64.57%	34	19.43%	3	1.71%	175
	Middle Grades	2	15.38%	7	53.85%	4	30.77%	0	0.00%	13
	Special Education	5	38.46%	7	53.85%	1	7.69%	0	0.00%	13
	Total	77	19.20%	232	57.86%	87	21.70%	5	1.25%	401
	Content Endorsements	43	23.50%	99	54.10%	41	22.40%	0	0.00%	183
Standard	Early Childhood	2	11.76%	12	70.59%	3	17.65%	0	0.00%	17
2.1	Elementary	29	16.57%	99	56.57%	44	25.14%	3	1.71%	175
	Middle Grades	1	7.69%	8	61.54%	4	30.77%	0	0.00%	13
	Special Education	4	30.77%	5	38.46%	4	30.77%	0	0.00%	13
	Total	79	19.70%	223	55.61%	96	23.94%	3	0.75%	401
	Content Endorsements	45	24.59%	86	46.99%	49	26.78%	3	1.64%	183
Standard	Early Childhood	1	5.88%	12	70.59%	4	23.53%	0	0.00%	17
2.2	Elementary	30	17.14%	86	49.14%	56	32.00%	3	1.71%	175
	Middle Grades	2	15.38%	7	53.85%	3	23.08%	1	7.69%	13
	Special Education	4	30.77%	5	38.46%	4	30.77%	0	0.00%	13
	Total	82	20.45%	196	48.88%	116	28.93%	7	1.75%	401
	Content Endorsements	49	26.78%	95	51.91%	38	20.77%	1	0.55%	183
Standard	Early Childhood	1	5.88%	11	64.71%	5	29.41%	0	0.00%	17
2.3	Elementary	23	13.14%	104	59.43%	44	25.14%	4	2.29%	175
	Middle Grades	2	15.38%	7	53.85%	4	30.77%	0	0.00%	13
	Special Education	3	23.08%	9	69.23%	1	7.69%	0	0.00%	13
	Total	78	19.45%	226	56.36%	92	22.94%	5	1.25%	401

	Endorsement Type	Ad	Advanced		Proficient		Developing		Below tandard	Grand Total
		Ν	%	Ν	%	Ν	%	Ν	%	Ν
	Content Endorsements	69	37.70%	85	46.45%	26	14.21%	3	1.64%	183
Standard	Early Childhood	3	17.65%	13	76.47%	1	5.88%	0	0.00%	17
3.1	Elementary	67	38.29%	89	50.86%	18	10.29%	1	0.57%	175
	Middle Grades	4	30.77%	6	46.15%	2	15.38%	1	7.69%	13
	Special Education	6	46.15%	6	46.15%	1	7.69%	0	0.00%	13
	Total	149	37.16%	199	49.63%	48	11.97%	5	1.25%	401
	Content Endorsements	60	32.79%	76	41.53%	43	23.50%	4	2.19%	183
Standard	Early Childhood	2	11.76%	10	58.82%	5	29.41%	0	0.00%	17
3.2	Elementary	46	26.29%	90	51.43%	36	20.57%	3	1.71%	175
	Middle Grades	3	23.08%	7	53.85%	2	15.38%	1	7.69%	13
	Special Education	5	38.46%	6	46.15%	2	15.38%	0	0.00%	13
	Total	116	28.93%	189	47.13%	88	21.95%	8	2.00%	401
	Content Endorsements	60	32.79%	108	59.02%	15	8.20%	0	0.00%	183
Standard	Early Childhood	1	5.88%	11	64.71%	5	29.41%	0	0.00%	17
4.1	Elementary	27	15.43%	127	72.57%	18	10.29%	3	1.71%	175
	Middle Grades	2	15.38%	10	76.92%	1	7.69%	0	0.00%	13
	Special Education	4	30.77%	8	61.54%	1	7.69%	0	0.00%	13
	Total	94	23.44%	264	65.84%	40	9.98%	3	0.75%	401
	Content Endorsements	60	32.79%	107	58.47%	16	8.74%	0	0.00%	183
Standard	Early Childhood	1	5.88%	12	70.59%	4	23.53%	0	0.00%	17
4.2	Elementary	27	15.43%	128	73.14%	18	10.29%	2	1.14%	175
	Middle Grades	1	7.69%	11	84.62%	1	7.69%	0	0.00%	13
	Special Education	4	30.77%	7	53.85%	2	15.38%	0	0.00%	13
	Total	93	23.19%	265	66.08%	41	10.22%	2	0.50%	401
	Content Endorsements	57	31.15%	99	54.10%	27	14.75%	0	0.00%	183
Standard	Early Childhood	1	5.88%	13	76.47%	3	17.65%	0	0.00%	17
4.3	Elementary	30	17.14%	125	71.43%	19	10.86%	1	0.57%	175
	Middle Grades	1	7.69%	11	84.62%	1	7.69%	0	0.00%	13
	Special Education	4	30.77%	8	61.54%	1	7.69%	0	0.00%	13
	Total	93	23.19%	256	63.84%	51	12.72%	1	0.25%	401
Standard 5.1	Content Endorsements	37	20.22%	101	55.19%	44	24.04%	1	0.55%	183

	D 1	Advanced		Proficient		Developing			Below	Grand
	Endorsement Type	Ad	vanced	Pro	oficient	Dev	eloping		tandard	Total
		Ν	%	Ν	%	Ν	%	Ν	%	Ν
	Early Childhood	0	0.00%	12	70.59%	5	29.41%	0	0.00%	17
	Elementary	18	10.29%	100	57.14%	55	31.43%	2	1.14%	175
	Middle Grades	1	7.69%	11	84.62%	0	0.00%	1	7.69%	13
	Special Education	3	23.08%	8	61.54%	2	15.38%	0	0.00%	13
	Total	59	14.71%	232	57.86%	106	26.43%	4	1.00%	401
	Content Endorsements	39	21.31%	100	54.64%	44	24.04%	0	0.00%	183
Standard	Early Childhood	0	0.00%	15	88.24%	2	11.76%	0	0.00%	17
5.2	Elementary	25	14.29%	116	66.29%	33	18.86%	1	0.57%	175
	Middle Grades	1	7.69%	11	84.62%	0	0.00%	1	7.69%	13
	Special Education	4	30.77%	8	61.54%	1	7.69%	0	0.00%	13
	Total	69	17.21%	250	62.34%	80	19.95%	2	0.50%	401
	Content Endorsements	50	27.32%	106	57.92%	27	14.75%	0	0.00%	183
Standard	Early Childhood	2	11.76%	12	70.59%	3	17.65%	0	0.00%	17
6.1	Elementary	25	14.29%	122	69.71%	27	15.43%	1	0.57%	175
	Middle Grades	1	7.69%	11	84.62%	1	7.69%	0	0.00%	13
	Special Education	5	38.46%	7	53.85%	1	7.69%	0	0.00%	13
	Total	83	20.70%	258	64.34%	59	14.71%	1	0.25%	401
	Content Endorsements	41	22.40%	106	57.92%	36	19.67%	0	0.00%	183
Standard	Early Childhood	1	5.88%	13	76.47%	3	17.65%	0	0.00%	17
6.2	Elementary	24	13.71%	118	67.43%	32	18.29%	1	0.57%	175
	Middle Grades	1	7.69%	11	84.62%	1	7.69%	0	0.00%	13
	Special Education	5	38.46%	5	38.46%	3	23.08%	0	0.00%	13
	Total	72	17.96%	253	63.09%	75	18.70%	1	0.25%	401
	Content Endorsements	40	21.86%	95	51.91%	44	24.04%	4	2.19%	183
Standard	Early Childhood	1	5.88%	11	64.71%	5	29.41%	0	0.00%	17
6.3	Elementary	26	14.86%	102	58.29%	45	25.71%	2	1.14%	175
	Middle Grades	1	7.69%	10	76.92%	2	15.38%	0	0.00%	13
	Special Education	5	38.46%	7	53.85%	1	7.69%	0	0.00%	13
	Total	73	18.20%	225	56.11%	97	24.19%	6	1.50%	401
Standard	Content Endorsements	34	18.58%	99	54.10%	48	26.23%	2	1.09%	183
6.4	Early Childhood	1	5.88%	11	64.71%	5	29.41%	0	0.00%	17
	Elementary	27	15.43%	99	56.57%	46	26.29%	3	1.71%	175

	Endorsement Type	Ad	Advanced		Proficient		eloping		Below	Grand
	Endorsement Type		1						tandard	Total
		N	%	Ν	%	Ν	%	Ν	%	Ν
	Middle Grades	1	7.69%	10	76.92%	2	15.38%	0	0.00%	13
	Special Education	5	38.46%	4	30.77%	4	30.77%	0	0.00%	13
	Total	68	16.96%	223	55.61%	105	26.18%	5	1.25%	401
	Content Endorsements	52	28.42%	105	57.38%	25	13.66%	1	0.55%	183
Standard	Early Childhood	1	5.88%	12	70.59%	4	23.53%	0	0.00%	17
7.1	Elementary	23	13.14%	122	69.71%	29	16.57%	1	0.57%	175
	Middle Grades	2	15.38%	9	69.23%	2	15.38%	0	0.00%	13
	Special Education	4	30.77%	7	53.85%	2	15.38%	0	0.00%	13
	Total	82	20.45%	255	63.59%	62	15.46%	2	0.50%	401
	Content Endorsements	44	24.04%	107	58.47%	32	17.49%	0	0.00%	183
Standard	Early Childhood	1	5.88%	10	58.82%	6	35.29%	0	0.00%	17
7.2	Elementary	26	14.86%	109	62.29%	39	22.29%	1	0.57%	175
	Middle Grades	1	7.69%	9	69.23%	3	23.08%	0	0.00%	13
	Special Education	3	23.08%	9	69.23%	1	7.69%	0	0.00%	13
	Total	75	18.70%	244	60.85%	81	20.20%	1	0.25%	401
	Content Endorsements	46	25.14%	115	62.84%	21	11.48%	1	0.55%	183
Standard	Early Childhood	3	17.65%	11	64.71%	3	17.65%	0	0.00%	17
8.1	Elementary	32	18.29%	118	67.43%	23	13.14%	2	1.14%	175
	Middle Grades	2	15.38%	9	69.23%	2	15.38%	0	0.00%	13
	Special Education	3	23.08%	7	53.85%	3	23.08%	0	0.00%	13
	Total	86	21.45%	260	64.84%	52	12.97%	3	0.75%	401
	Content Endorsements	38	20.77%	98	53.55%	46	25.14%	1	0.55%	183
Standard	Early Childhood	0	0.00%	13	76.47%	4	23.53%	0	0.00%	17
8.2	Elementary	21	12.00%	108	61.71%	44	25.14%	2	1.14%	175
	Middle Grades	1	7.69%	9	69.23%	3	23.08%	0	0.00%	13
	Special Education	3	23.08%	8	61.54%	2	15.38%	0	0.00%	13
	Total	63	15.71%	236	58.85%	99	24.69%	3	0.75%	401
	Content Endorsements	46	25.14%	87	47.54%	47	25.68%	3	1.64%	183
Standard	Early Childhood	3	17.65%	8	47.06%	6	35.29%	0	0.00%	17
3.3	Elementary	42	24.00%	99	56.57%	30	17.14%	4	2.29%	175
	Middle Grades	2	15.38%	7	53.85%	4	30.77%	0	0.00%	13
	Special Education	4	30.77%	7	53.85%	2	15.38%	0	0.00%	13

	Endorsement Type	Ad	vanced	Pro	oficient	Dev	eloping		Below tandard	Grand Total
		Ν	%	Ν	%	Ν	%	Ν	%	Ν
	Total	97	24.19%	208	51.87%	89	22.19%	7	1.75%	401
	Content Endorsements	58	31.69%	106	57.92%	17	9.29%	2	1.09%	183
Standard	Early Childhood	3	17.65%	14	82.35%	0	0.00%	0	0.00%	17
9.1	Elementary	57	32.57%	98	56.00%	18	10.29%	2	1.14%	175
	Middle Grades	3	23.08%	9	69.23%	1	7.69%	0	0.00%	13
	Special Education	6	46.15%	7	53.85%	0	0.00%	0	0.00%	13
	Total	127	31.67%	234	58.35%	36	8.98%	4	1.00%	401
	Content Endorsements	51	27.87%	104	56.83%	26	14.21%	2	1.09%	183
Standard	Early Childhood	1	5.88%	14	82.35%	2	11.76%	0	0.00%	17
9.2	Elementary	35	20.00%	117	66.86%	21	12.00%	2	1.14%	175
	Middle Grades	3	23.08%	9	69.23%	1	7.69%	0	0.00%	13
	Special Education	4	30.77%	8	61.54%	1	7.69%	0	0.00%	13
	Total	94	23.44%	252	62.84%	51	12.72%	4	1.00%	401
	Content Endorsements	54	29.51%	106	57.92%	21	11.48%	2	1.09%	183
Standard	Early Childhood	4	23.53%	10	58.82%	3	17.65%	0	0.00%	17
10.1	Elementary	42	24.00%	119	68.00%	12	6.86%	2	1.14%	175
	Middle Grades	3	23.08%	9	69.23%	1	7.69%	0	0.00%	13
	Special Education	5	38.46%	7	53.85%	1	7.69%	0	0.00%	13
	Total	108	26.93%	251	62.59%	38	9.48%	4	1.00%	401
	Content Endorsements	51	27.87%	101	55.19%	28	15.30%	3	1.64%	183
Standard	Early Childhood	2	11.76%	13	76.47%	2	11.76%	0	0.00%	17
10.2	Elementary	36	20.57%	117	66.86%	19	10.86%	3	1.71%	175
	Middle Grades	3	23.08%	8	61.54%	2	15.38%	0	0.00%	13
	Special Education	5	38.46%	6	46.15%	2	15.38%	0	0.00%	13
	Total	97	24.19%	245	61.10%	53	13.22%	6	1.50%	401



Figure 16. Survey Responses by Endorsement Type (Teachers)

	S	ГАТЕ	WIDE (T	'EACI	HERS NFY	2 TS 20 2	22)			
	Endorsement Type	Ad	vanced	Pr	oficient	Dev	eloping		Below andard	Grand Total
		Ν	%	Ν	%	Ν	%	Ν	%	Ν
Standard 1.1	Content Endorsements	37	19.79%	121	64.71%	29	15.51%	0	0.00%	187
	Early Childhood	2	10.53%	13	68.42%	3	15.79%	1	5.26%	19
	Elementary	31	17.61%	122	69.32%	21	11.93%	2	1.14%	176
	Middle Grades	0	0.00%	8	80.00%	2	20.00%	0	0.00%	10
	Special Education	5	31.25%	11	68.75%	0	0.00%	0	0.00%	16
	Total	75	18.38%	275	67.40%	55	13.48%	3	0.74%	408
Standard 1.2	Content Endorsements	37	19.79%	115	61.50%	35	18.72%	0	0.00%	187
	Early Childhood	2	10.53%	14	73.68%	2	10.53%	1	5.26%	19
	Elementary	32	18.18%	121	68.75%	22	12.50%	1	0.57%	176
	Middle Grades	1	10.00%	7	70.00%	2	20.00%	0	0.00%	10
	Special Education	3	18.75%	11	68.75%	2	12.50%	0	0.00%	16
	Total	75	18.38%	268	65.69%	63	15.44%	2	0.49%	408
Standard 2.1	Content Endorsements	34	18.18%	101	54.01%	49	26.20%	3	1.60%	187
	Early Childhood	2	10.53%	12	63.16%	4	21.05%	1	5.26%	19
	Elementary	33	18.75%	105	59.66%	35	19.89%	3	1.70%	176
	Middle Grades	2	20.00%	6	60.00%	2	20.00%	0	0.00%	10
	Special Education	8	50.00%	5	31.25%	3	18.75%	0	0.00%	16
	Total	79	19.36%	229	56.13%	93	22.79%	7	1.72%	408
Standard 2.2	Content Endorsements	34	18.18%	100	53.48%	51	27.27%	2	1.07%	187
	Early Childhood	2	10.53%	8	42.11%	8	42.11%	1	5.26%	19
	Elementary	20	11.36%	106	60.23%	47	26.70%	3	1.70%	176
	Middle Grades	1	10.00%	6	60.00%	3	30.00%	0	0.00%	10
	Special Education	7	43.75%	6	37.50%	3	18.75%	0	0.00%	16
	Total	64	15.69%	226	55.39%	112	27.45%	6	1.47%	408
Standard 2.3	Content Endorsements	39	20.86%	114	60.96%	32	17.11%	2	1.07%	187
	Early Childhood	2	10.53%	8	42.11%	8	42.11%	1	5.26%	19
	Elementary	34	19.32%	97	55.11%	41	23.30%	4	2.27%	176
	Middle Grades	0	0.00%	4	40.00%	6	60.00%	0	0.00%	10

	Endorsement Type	Ad	vanced	Pr	oficient	Dev	eloping		Below andard	Grand Total
		Ν	%	N	%	Ν	%	Ν	%	N
	Special Education	7	43.75%	4	25.00%	5	31.25%	0	0.00%	16
	Total	82	20.10%	227	55.64%	92	22.55%	7	1.72%	408
Standard 3.1	Content Endorsements	83	44.39%	89	47.59%	15	8.02%	0	0.00%	187
	Early Childhood	7	36.84%	10	52.63%	1	5.26%	1	5.26%	19
	Elementary	82	46.59%	87	49.43%	6	3.41%	1	0.57%	176
	Middle Grades	3	30.00%	6	60.00%	1	10.00%	0	0.00%	10
	Special Education	12	75.00%	4	25.00%	0	0.00%	0	0.00%	16
	Total	187	45.83%	196	48.04%	23	5.64%	2	0.49%	408
Standard 3.2	Content Endorsements	54	28.88%	99	52.94%	32	17.11%	2	1.07%	187
	Early Childhood	3	15.79%	9	47.37%	7	36.84%	0	0.00%	19
	Elementary	50	28.41%	102	57.95%	21	11.93%	3	1.70%	176
	Middle Grades	3	30.00%	6	60.00%	1	10.00%	0	0.00%	10
	Special Education	9	56.25%	6	37.50%	1	6.25%	0	0.00%	16
	Total	119	29.17%	222	54.41%	62	15.20%	5	1.23%	408
Standard 4.1	Content Endorsements	62	33.16%	111	59.36%	12	6.42%	2	1.07%	187
	Early Childhood	2	10.53%	12	63.16%	5	26.32%	0	0.00%	19
	Elementary	29	16.48%	123	69.89%	22	12.50%	2	1.14%	176
	Middle Grades	2	20.00%	5	50.00%	3	30.00%	0	0.00%	10
	Special Education	3	18.75%	9	56.25%	4	25.00%	0	0.00%	16
	Total	98	24.02%	260	63.73%	46	11.27%	4	0.98%	408
Standard 4.2	Content Endorsements	65	34.76%	106	56.68%	15	8.02%	1	0.53%	187
	Early Childhood	3	15.79%	10	52.63%	6	31.58%	0	0.00%	19
	Elementary	37	21.02%	122	69.32%	15	8.52%	2	1.14%	176
	Middle Grades	3	30.00%	5	50.00%	2	20.00%	0	0.00%	10
	Special Education	5	31.25%	8	50.00%	2	12.50%	1	6.25%	16
	Total	113	27.70%	251	61.52%	40	9.80%	4	0.98%	408
Standard 4.3	Content Endorsements	51	27.27%	115	61.50%	21	11.23%	0	0.00%	187
	Early Childhood	2	10.53%	12	63.16%	5	26.32%	0	0.00%	19
	Elementary	33	18.75%	123	69.89%	19	10.80%	1	0.57%	176
	Middle Grades	1	10.00%	6	60.00%	3	30.00%	0	0.00%	10
	Special Education	7	43.75%	5	31.25%	4	25.00%	0	0.00%	16

	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Total	94	23.04%	261	63.97%	52	12.75%	1	0.25%	408
Standard 5.1	Content Endorsements	38	20.32%	110	58.82%	36	19.25%	3	1.60%	187
	Early Childhood	2	10.53%	10	52.63%	6	31.58%	1	5.26%	19
	Elementary	18	10.23%	109	61.93%	47	26.70%	2	1.14%	176
	Middle Grades	1	10.00%	3	30.00%	6	60.00%	0	0.00%	10
	Special Education	3	18.75%	7	43.75%	6	37.50%	0	0.00%	16
	Total	62	15.20%	239	58.58%	101	24.75%	6	1.47%	408
Standard 5.2	Content Endorsements	34	18.18%	118	63.10%	35	18.72%	0	0.00%	187
	Early Childhood	2	10.53%	11	57.89%	5	26.32%	1	5.26%	19
	Elementary	19	10.80%	121	68.75%	36	20.45%	0	0.00%	176
	Middle Grades	0	0.00%	4	40.00%	6	60.00%	0	0.00%	10
	Special Education	4	25.00%	9	56.25%	3	18.75%	0	0.00%	16
	Total	59	14.46%	263	64.46%	85	20.83%	1	0.25%	408
Standard 6.1	Content Endorsements	45	24.06%	120	64.17%	22	11.76%	0	0.00%	187
	Early Childhood	3	15.79%	12	63.16%	3	15.79%	1	5.26%	19
	Elementary	33	18.75%	113	64.20%	28	15.91%	2	1.14%	176
	Middle Grades	4	40.00%	6	60.00%	0	0.00%	0	0.00%	10
	Special Education	5	31.25%	8	50.00%	3	18.75%	0	0.00%	16
	Total	90	22.06%	259	63.48%	56	13.73%	3	0.74%	408
Standard 6.2	Content Endorsements	48	25.67%	109	58.29%	29	15.51%	1	0.53%	187
	Early Childhood	2	10.53%	13	68.42%	4	21.05%	0	0.00%	19
	Elementary	40	22.73%	113	64.20%	23	13.07%	0	0.00%	176
	Middle Grades	2	20.00%	8	80.00%	0	0.00%	0	0.00%	10
	Special Education	7	43.75%	8	50.00%	1	6.25%	0	0.00%	16
	Total	99	24.26%	251	61.52%	57	13.97%	1	0.25%	408
Standard 6.3	Content Endorsements	33	17.65%	110	58.82%	42	22.46%	2	1.07%	187
	Early Childhood	2	10.53%	9	47.37%	7	36.84%	1	5.26%	19
	Elementary	25	14.20%	116	65.91%	31	17.61%	4	2.27%	176
	Middle Grades	1	10.00%	6	60.00%	3	30.00%	0	0.00%	10
	Special Education	4	25.00%	9	56.25%	3	18.75%	0	0.00%	16
	Total	65	15.93%	250	61.27%	86	21.08%	7	1.72%	408

	Endorsement Type	Ad	vanced	Proficient		Developing		Below Standard		Grand Total		
		Ν	%	Ν	%	N	%	Ν	%	Ν		
Standard	Content	34	18.18%	111	59.36%	39	20.86%	3	1.60%	187		
6.4	Endorsements											
	Early Childhood	2	10.53%	9	47.37%	8	42.11%	0	0.00%	19		
	Elementary	24	13.64%	113	64.20%	35	19.89%	4	2.27%	176		
	Middle Grades	2	20.00%	7	70.00%	1	10.00%	0	0.00%	10		
	Special Education	4	25.00%	10	62.50%	2	12.50%	0	0.00%	16		
	Total	66	16.18%	250	61.27%	85	20.83%	7	1.72%	408		
Standard 7.1	Content Endorsements	46	24.60%	108	57.75%	31	16.58%	2	1.07%	187		
	Early Childhood	2	10.53%	11	57.89%	5	26.32%	1	5.26%	19		
	Elementary	30	17.05%	124	70.45%	21	11.93%	1	0.57%	176		
	Middle Grades	1	10.00%	6	60.00%	3	30.00%	0	0.00%	10		
	Special Education	4	25.00%	8	50.00%	3	18.75%	1	6.25%	16		
	Total	83	20.34%	257	62.99%	63	15.44%	5	1.23%	408		
Standard 7.2	Content Endorsements	44	23.53%	107	57.22%	35	18.72%	1	0.53%	187		
	Early Childhood	2	10.53%	10	52.63%	6	31.58%	1	5.26%	19		
	Elementary	23	13.07%	126	71.59%	26	14.77%	1	0.57%	176		
	Middle Grades	1	10.00%	6	60.00%	3	30.00%	0	0.00%	10		
	Special Education	6	37.50%	6	37.50%	3	18.75%	1	6.25%	16		
	Total	76	18.63%	255	62.50%	73	17.89%	4	0.98%	408		
Standard 8.1	Content Endorsements	56	29.95%	95	50.80%	35	18.72%	1	0.53%	187		
	Early Childhood	4	21.05%	7	36.84%	6	31.58%	2	10.53%	19		
	Elementary	38	21.59%	101	57.39%	37	21.02%	0	0.00%	176		
	Middle Grades	2	20.00%	7	70.00%	1	10.00%	0	0.00%	10		
	Special Education	6	37.50%	5	31.25%	5	31.25%	0	0.00%	16		
	Total	106	25.98%	215	52.70%	84	20.59%	3	0.74%	408		
Standard 8.2	Content Endorsements	34	18.18%	109	58.29%	42	22.46%	2	1.07%	187		
	Early Childhood	3	15.79%	11	57.89%	5	26.32%	0	0.00%	19		
	Elementary	19	10.80%	122	69.32%	33	18.75%	2	1.14%	176		
	Middle Grades	1	10.00%	6	60.00%	3	30.00%	0	0.00%	10		
	Special Education	6	37.50%	6	37.50%	4	25.00%	0	0.00%	16		
	Total	63	15.44%	254	62.25%	87	21.32%	4	0.98%	408		
	Content	40	21.39%	104	55.61%	40	21.39%	3	1.60%	187		

	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		Ν	%	N	%	Ν	%	Ν	%	N
Standard 8.3	Endorsements	3	15.79%	11	57.89%	5	26.32%	0	0.00%	19
	Early Childhood	30	17.05%	112	63.64%	31	17.61%	3	1.70%	176
	Elementary	4	40.00%	4	40.00%	2	20.00%	0	0.00%	10
	Middle Grades	6	37.50%	5	31.25%	5	31.25%	0	0.00%	16
	Special Education	83	20.34%	236	57.84%	83	20.34%	6	1.47%	408
	Total	3	15.79%	11	57.89%	5	26.32%	0	0.00%	19
Standard 9.1	Content Endorsements	65	34.76%	107	57.22%	14	7.49%	1	0.53%	187
	Early Childhood	3	15.79%	15	78.95%	1	5.26%	0	0.00%	19
	Elementary	53	30.11%	106	60.23%	16	9.09%	1	0.57%	176
	Middle Grades	4	40.00%	6	60.00%	0	0.00%	0	0.00%	10
	Special Education	8	50.00%	7	43.75%	1	6.25%	0	0.00%	16
	Total	133	32.60%	241	59.07%	32	7.84%	2	0.49%	408
Standard 9.2	Content Endorsements	54	28.88%	103	55.08%	28	14.97%	2	1.07%	187
	Early Childhood	2	10.53%	13	68.42%	4	21.05%	0	0.00%	19
	Elementary	44	25.00%	102	57.95%	29	16.48%	1	0.57%	176
	Middle Grades	1	10.00%	7	70.00%	2	20.00%	0	0.00%	10
	Special Education	7	43.75%	7	43.75%	2	12.50%	0	0.00%	16
	Total	108	26.47%	232	56.86%	65	15.93%	3	0.74%	408
Standard 10.1	Content Endorsements	78	41.71%	93	49.73%	16	8.56%	0	0.00%	187
	Early Childhood	7	36.84%	12	63.16%	0	0.00%	0	0.00%	19
	Elementary	66	37.50%	92	52.27%	16	9.09%	2	1.14%	176
	Middle Grades	2	20.00%	7	70.00%	1	10.00%	0	0.00%	10
	Special Education	8	50.00%	6	37.50%	2	12.50%	0	0.00%	16
	Total	161	39.46%	210	51.47%	35	8.58%	2	0.49%	408
Standard 10.2	Content Endorsements	62	33.16%	94	50.27%	29	15.51%	2	1.07%	187
	Early Childhood	4	21.05%	11	57.89%	4	21.05%	0	0.00%	19
	Elementary	56	31.82%	92	52.27%	26	14.77%	2	1.14%	176
	Middle Grades	2	20.00%	6	60.00%	2	20.00%	0	0.00%	10
	Special Education	9	56.25%	5	31.25%	2	12.50%	0	0.00%	16
	Total	133	32.60%	208	50.98%	63	15.44%	4	0.98%	408