



2022 Nebraska Third Year Teacher Survey: Summary Report

December 8, 2022

Prepared by

Shawn Gu (shawn.gu@nebraska.gov)

Shanshan Deng (shanshan.deng@nebraska.gov)





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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 2022. This year marks the fifth successful implementation of the survey, with the survey being sent to principals for the fourth time and third-year teachers for the third. 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). 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 2021-2022 school year and received their initial teaching endorsement during the 2019-2020 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 27th to HR/Institutional Research staff, principals, and teachers. The survey email invitation was also sent out on February 1st with subsequent email reminders sent on February 10th, February 17th and February 21st. The survey finally closed on February 25th. Full details of the survey protocol consisting of the timeline and email messages can be found in the Appendix.

In total, 475 surveys were distributed to principals and 283 were returned, resulting in a response rate of 59.58%. This response rate represents a significant 2.78% decrease from that of last year's NTYTS administration. For teachers, 475 surveys were distributed and 224 were returned, resulting in a response rate of 47.16%. The response rate represents a 2.12% 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)

	Preparation Institution	Responses (n)	Sample	Response Rate (%)
1	Chadron State College	16	26	61.54%
2	College of Saint Mary	6	11	54.55%
3	Concordia University	12	21	57.14%
4	Creighton University	5	6	83.33%
5	Doane University	16	33	48.48%
6	Hastings College	6	10	60.00%
7	Midland University	5	15	40.00%
8	Nebraska Wesleyan University	11	21	52.38%
9	Peru State College	11	17	64.71%
10	Union College	1	1	100.00%
11	University of Nebraska at Kearney	33	49	67.35%
12	University of Nebraska at Lincoln	91	144	63.19%
13	University of Nebraska at Omaha	37	76	48.68%
14	Wayne State College	31	43	72.09%
15	York College	2	2	100.00%
	Total	283	475	59.58%

Table 2. Responses for each preparation institution (Teachers)

	Preparation Institution	Responses (n)	Sample	Response Rate (%)
1	Chadron State College	14	26	53.85%
2	College of Saint Mary	6	11	54.55%
3	Concordia University	11	21	52.38%
4	Creighton University	6	6	100.00%
5	Doane University	17	33	51.52%
6	Hastings College	6	10	60.00%
7	Midland University	11	15	73.33%
8	Nebraska Wesleyan University	9	21	42.86%
9	Peru State College	10	17	58.82%
10	Union College	1	1	100.00%
11	University of Nebraska at Kearney	19	49	38.78%
12	University of Nebraska at Lincoln	63	144	43.75%
13	University of Nebraska at Omaha	31	76	40.79%
14	Wayne State College	20	43	46.51%
15	York College	0	2	0.00%
	Total	224	475	47.16%

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

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

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

Standard 9: Professional Learning and Ethical Practice

Standard 9.1 Invite constructive feedback and respond positively.

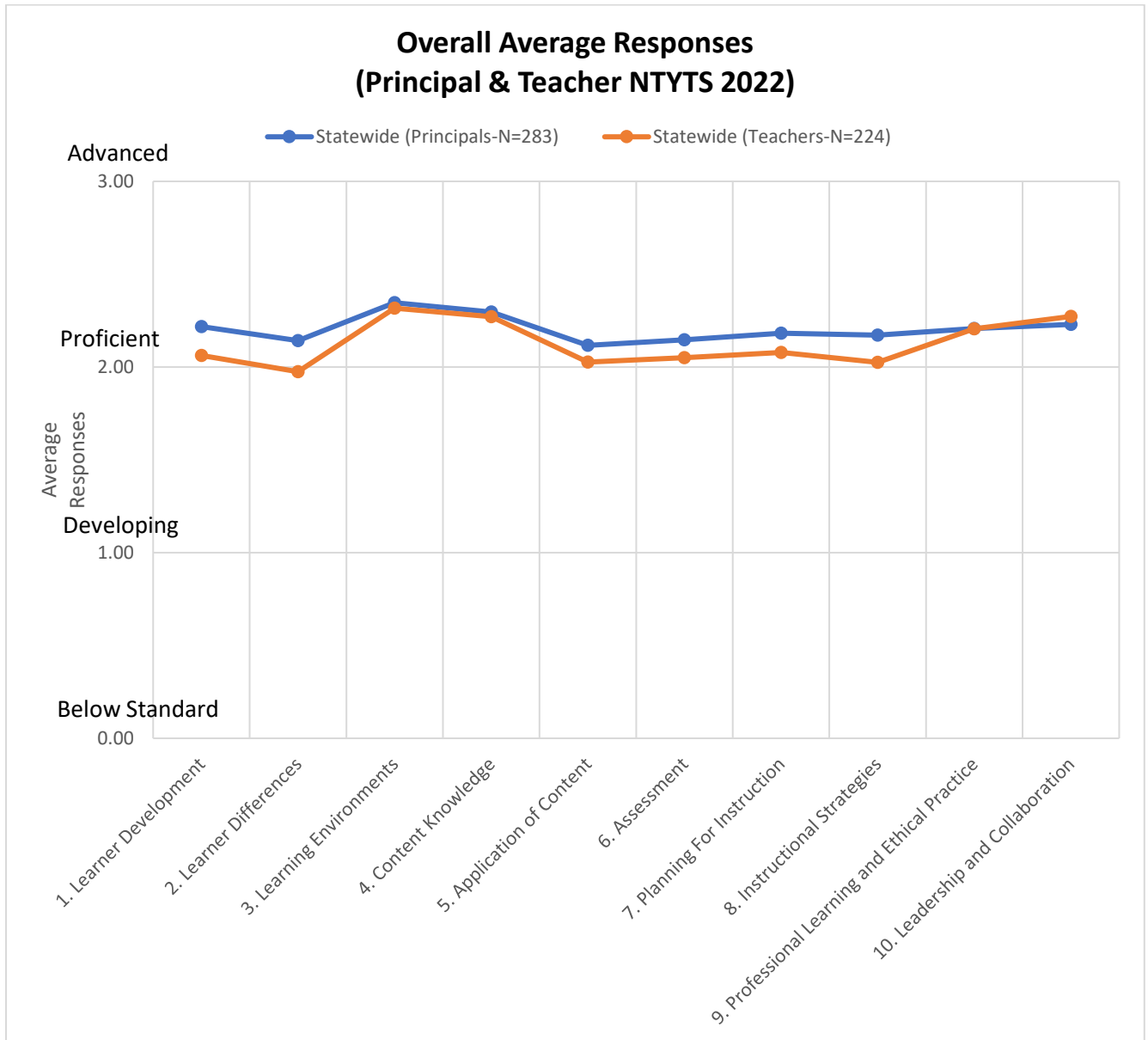
Standard 9.2 Set and implement goals to improve practice.

Standard 10: Leadership and Collaboration

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, and 8. On average, the principals rated teachers slightly 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)

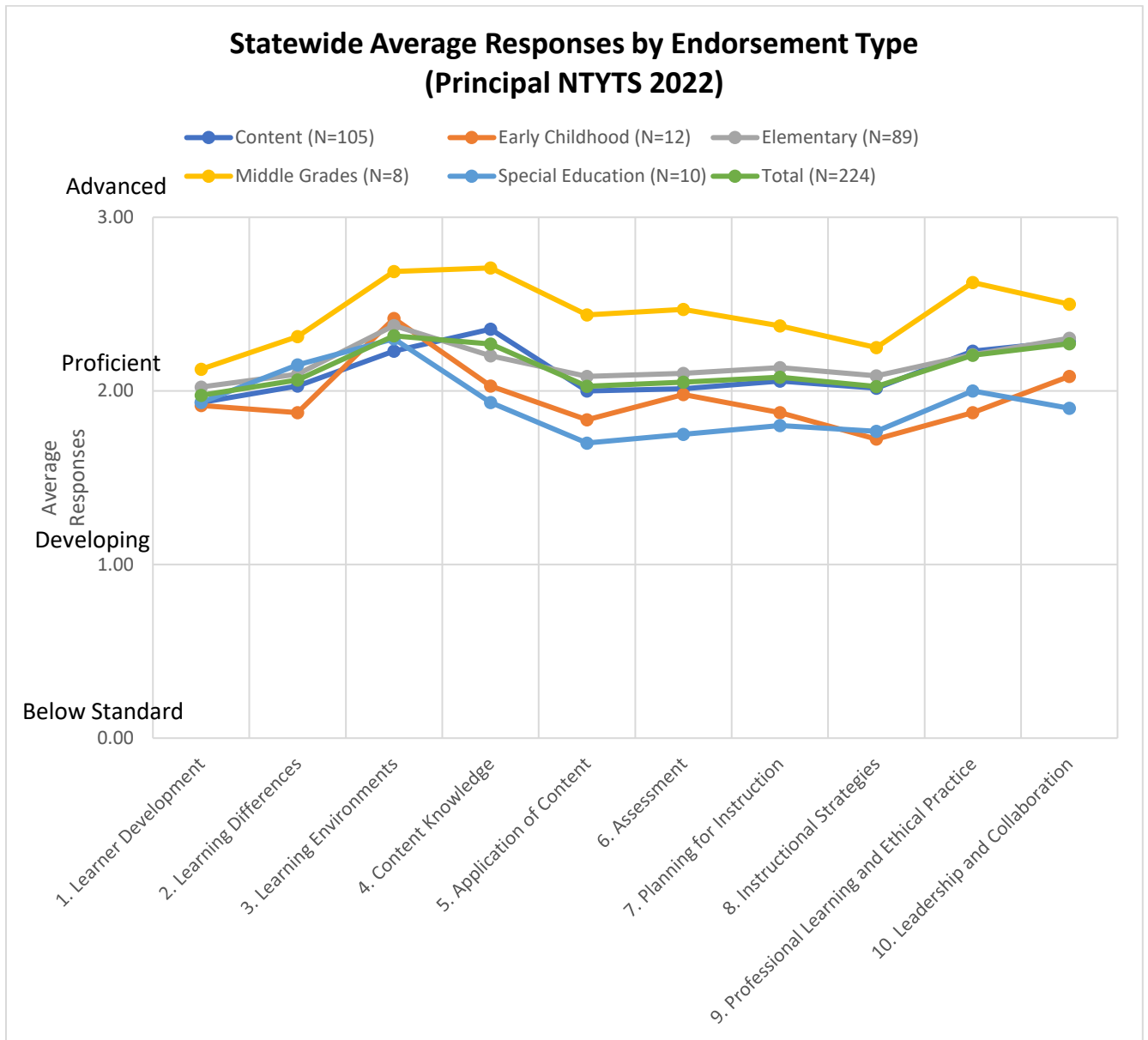


Figure 3 displays principals’ mean responses categorized into 5 endorsement types that correspond to the majority of the third-year teachers’ school assignments. Third-year teachers endorsed in Middle Grades obtained the highest ratings on all 10 indicators. On the other hand, teachers with endorsements in Special Education received the lowest ratings on 5 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)

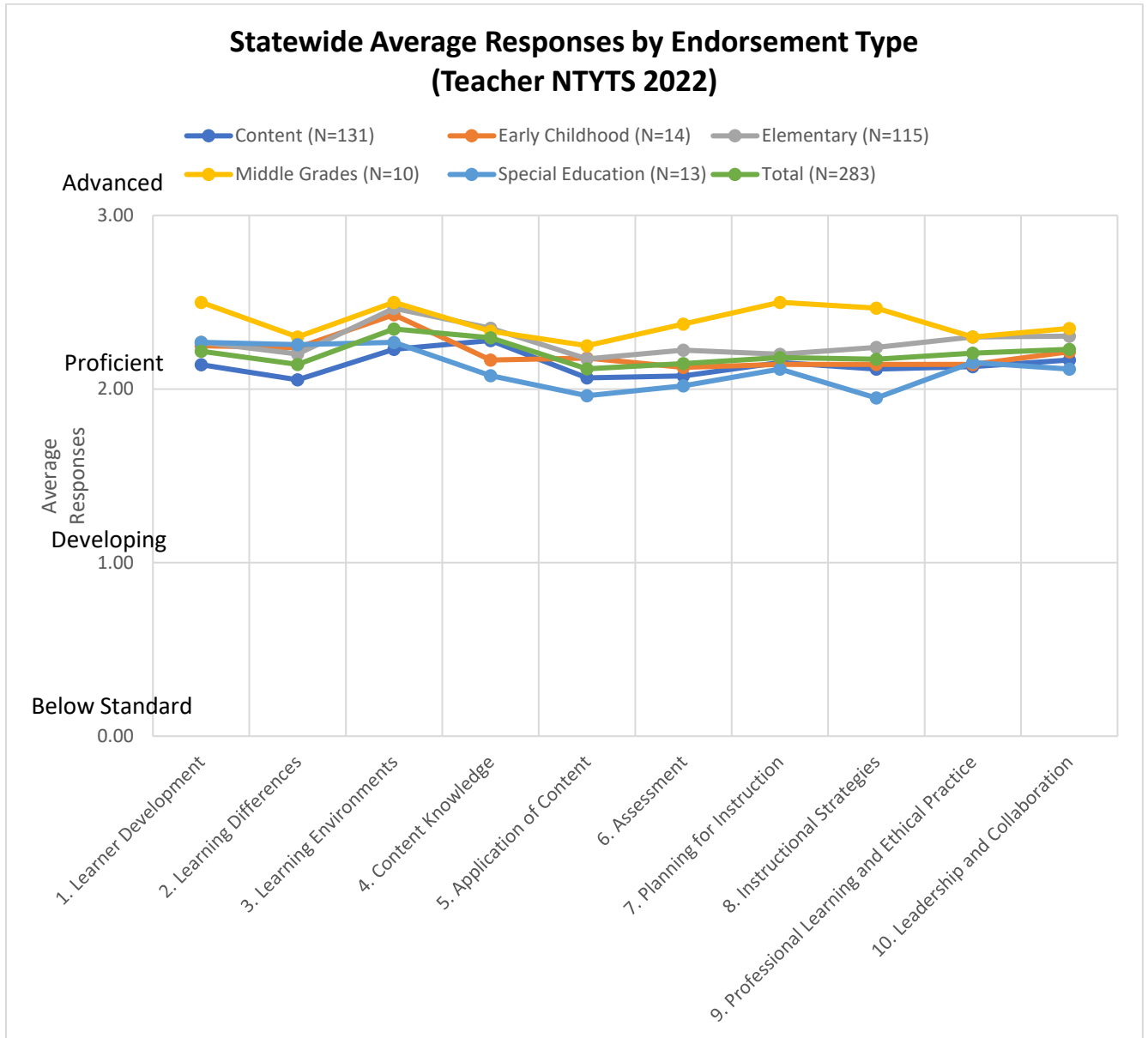


Figure 4 shows third-year teachers’ mean responses disaggregated by endorsement types that correspond to the majority of their school assignments. Similar to the results found for principals in Figure 3, third-year teachers with endorsements for Middle Grades obtained the highest average ratings on 8 out of the 10 indicators. Moreover, teachers with endorsements in Special Education also had lowest averages of 6 out of the 10 indicators. 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)

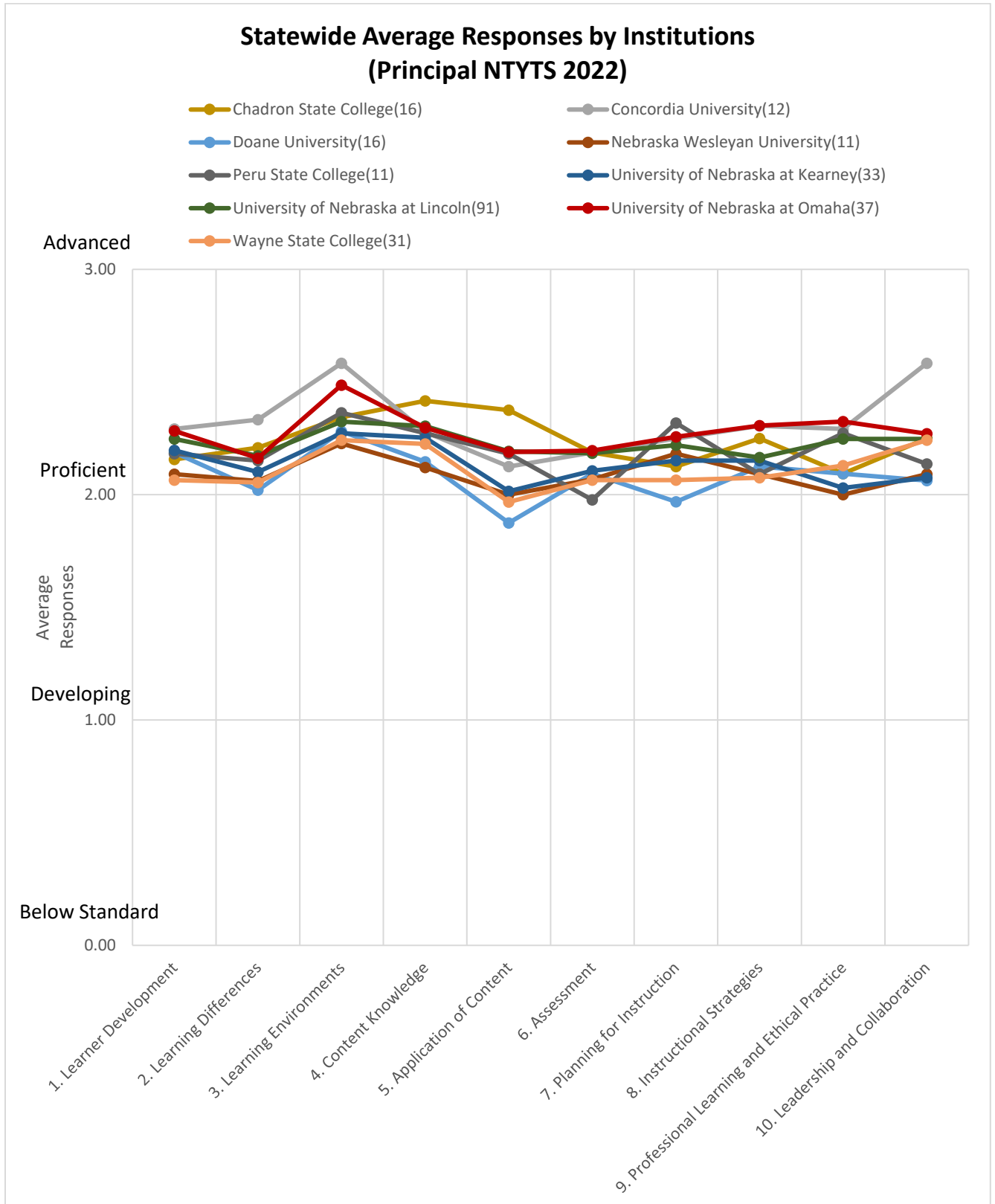


Figure 5 shows the average responses of principals categorized into their respective preparation institutions; most institutions showed a similar trend across all 10 indicators. Due to small sample sizes, colleges such as College of Saint Mary (N=6), Creighton University (N=5), Hastings College (N=6), Midland University (N=5), Union College (N = 1), and York College (N=2) all were removed from the graph. Of the remaining 9 institutions (with at least 10 respondents), Doane University had the lowest average ratings on 4 of the 10 indicators. While Concordia University had the highest average ratings on 4 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=6), Creighton University (N=6), Hastings College (N=6), Nebraska Wesleyan University (N=9), Union College (N=1) were removed due to their relatively small sample size. Of the remaining 9 institution (with over 10 respondents), Doane University teachers had the highest average ratings on 5 of the 10 indicators. On the other hand, University of Nebraska-Kearney had the lowest average ratings on 5 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 below “proficient”.

Figure 6. Average Responses by Preparation Institution (Teachers)

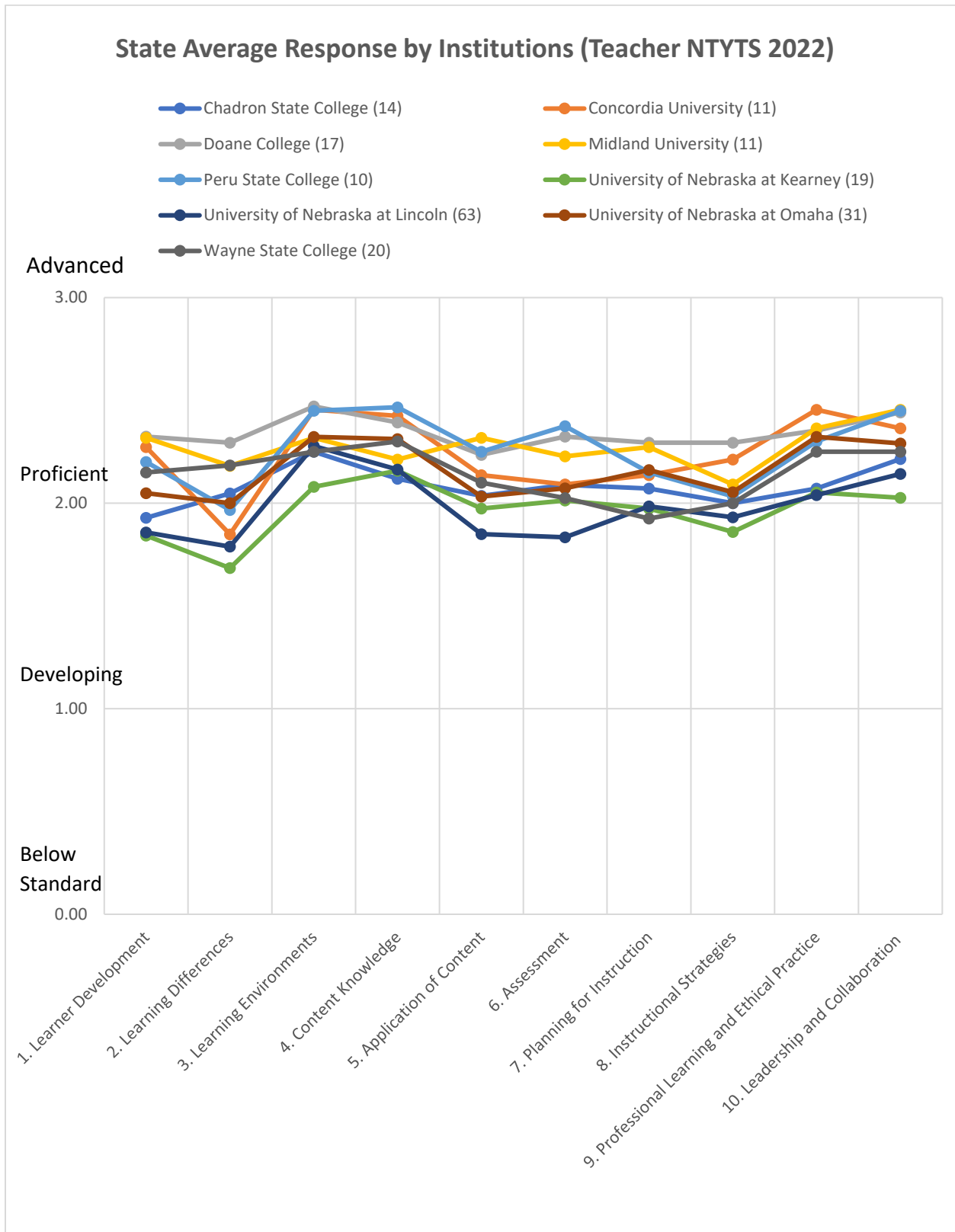


Figure 7. Responses to Question 11 (Principals)

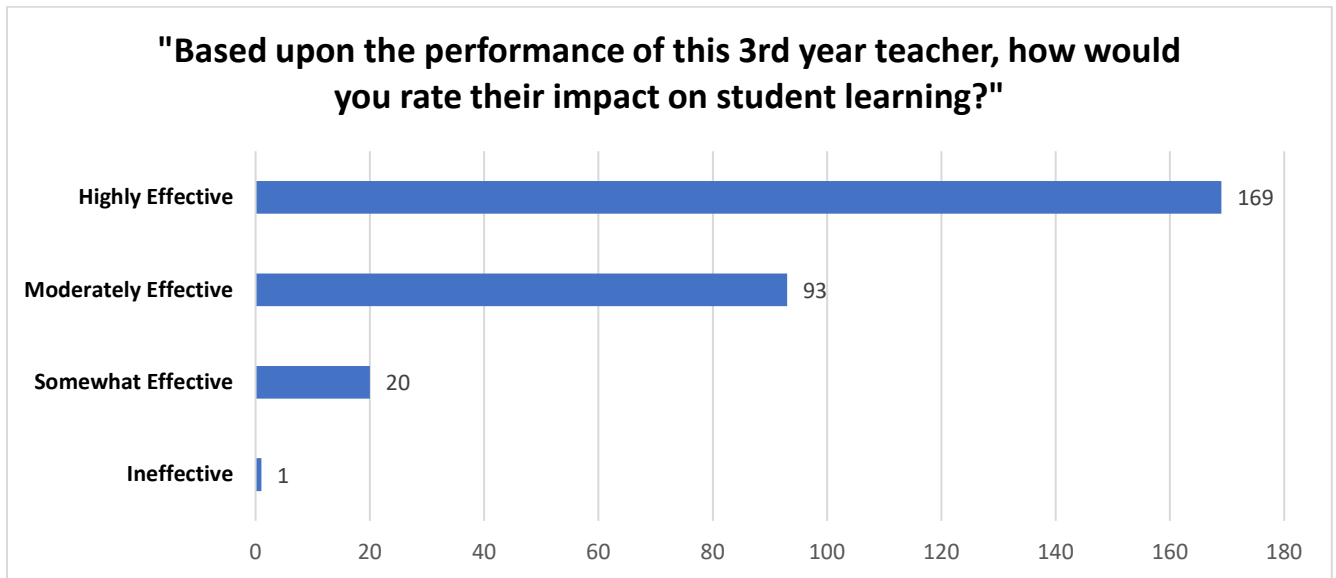
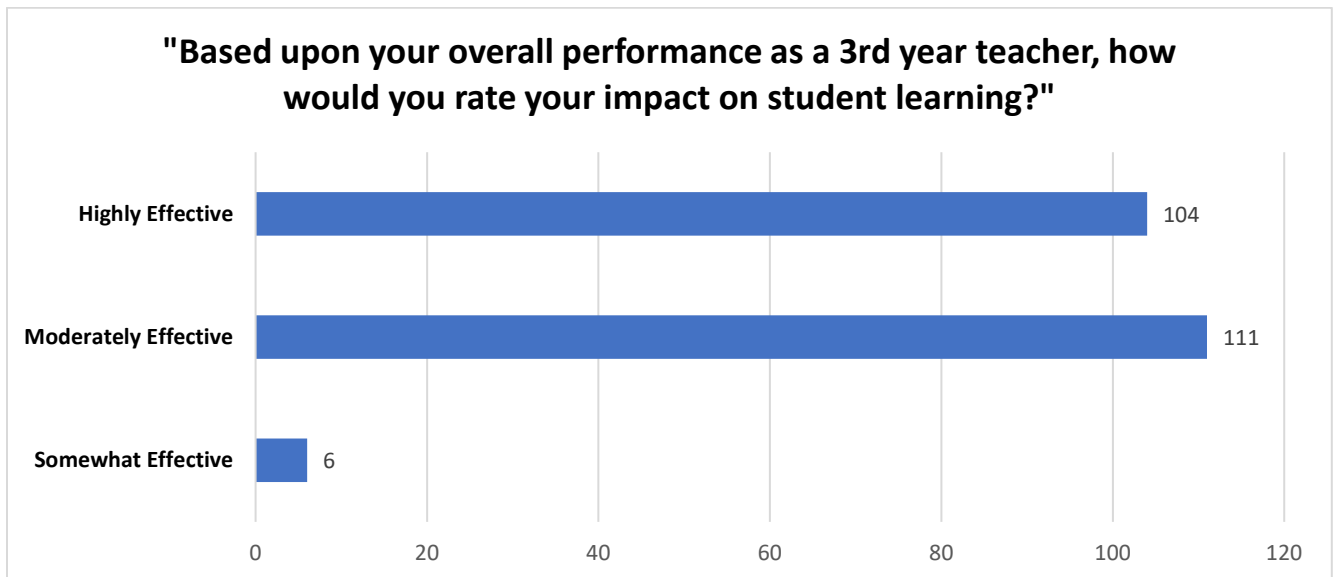


Figure 8. Responses to Question 11 (Teachers)



In Figure 7, principals were asked to evaluate third-year teachers' impact on student learning. About three-fifths (60%) of all principals thought the teachers were highly effective, and 33% of principals rated teachers as moderately effective. In Figure 8, third-year teachers were asked to give a self-evaluation on student learning. Only 47% of all third-year teachers considered their impact as highly effective. However, 50% of the teachers rated themselves as being moderately effective teachers.

Figure 9. Responses to Question 12 (Principals)

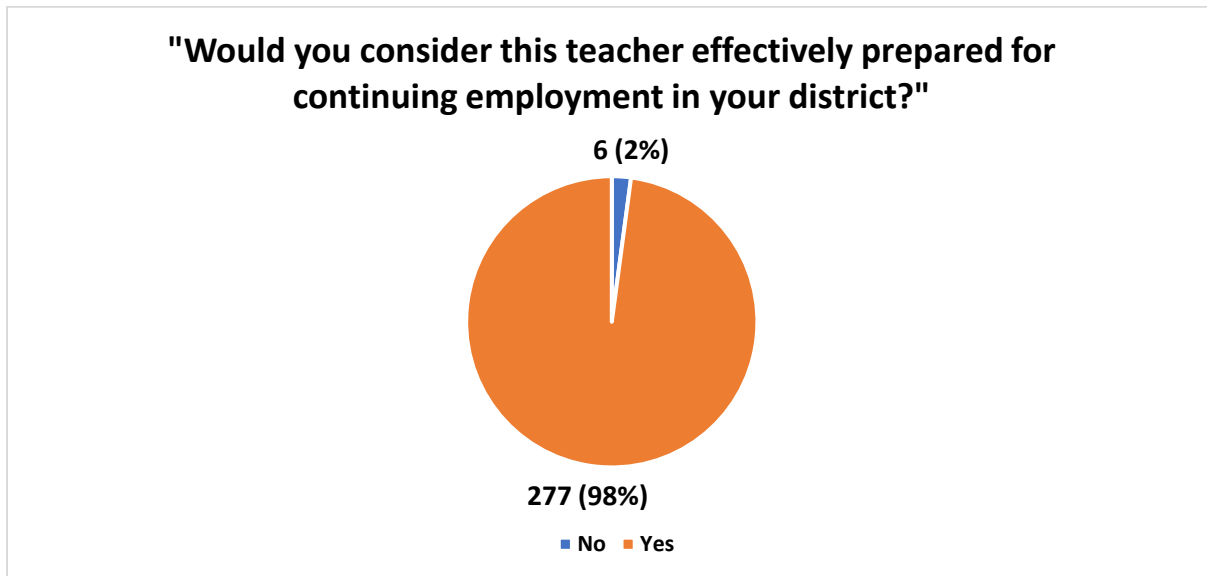


Figure 10. Responses to Question 12 (Teachers)

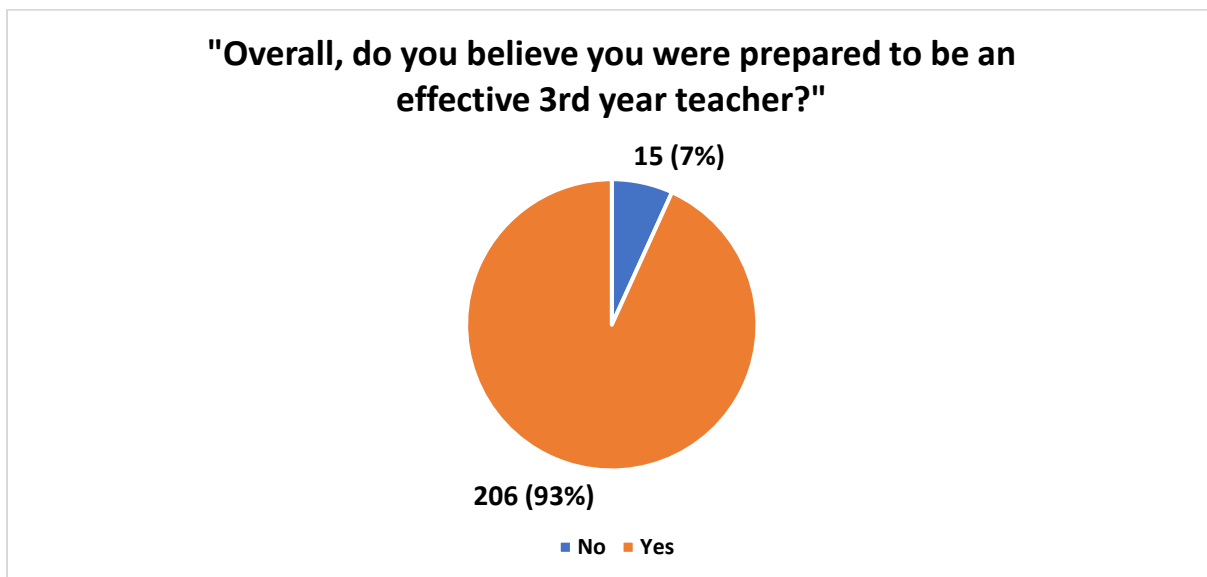


Figure 9 indicates principals' responses to the question "Would you consider this teacher effectively prepared for continuing employment in your district?", 98% of all principals responded "Yes". The results of third-year teachers rating themselves as effectively prepared teachers are shown in Figure 10, and 93% of them were confident that they were well prepared to be an effective 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	0.82	1.00								
3	0.80	0.74	1.00							
4	0.75	0.70	0.67	1.00						
5	0.73	0.74	0.64	0.74	1.00					
6	0.78	0.80	0.71	0.75	0.79	1.00				
7	0.76	0.76	0.67	0.70	0.74	0.79	1.00			
8	0.79	0.81	0.73	0.73	0.78	0.82	0.80	1.00		
9	0.71	0.66	0.69	0.67	0.63	0.71	0.69	0.71	1.00	
10	0.70	0.70	0.65	0.66	<u>0.62</u>	0.68	0.67	0.66	0.78	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. The highest correlation coefficient (bolded in Table 3) was between Indicator 2 (Learning Differences) and Indicator 1 (Learner Development). The lowest correlation coefficient (underlined in Table 3) was between Indicator 5 (Application of Content) and Indicator 10 (Leadership and Collaboration).

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	0.60	0.54	1.00							
4	0.58	0.54	0.55	1.00						
5	0.64	0.60	0.54	0.55	1.00					
6	0.71	0.68	0.56	0.66	0.66	1.00				
7	0.60	0.58	0.50	0.58	0.62	0.71	1.00			
8	0.64	0.57	0.61	0.63	0.65	0.68	0.67	1.00		
9	0.61	0.54	0.56	0.57	0.57	0.56	0.60	0.65	1.00	
10	0.54	0.52	0.47	0.47	<u>0.44</u>	0.57	0.47	0.50	0.59	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 0.44 and 0.71. The highest positive linear relationships within the indicators, with correlation coefficients of 0.71 (bolded in Table 4) are Indicator 1 (Learner Development) and Indicator 6 (Assessment), and Indicator 6 (Assessment) and Indicator 7 (Planning for Instruction). The lowest correlation coefficient was underlined in Table 4. The correlation coefficient of 0.44, was between Indicator 5 (Application of Content) and Indicator 10 (Leadership and Collaboration).

Conclusions

The 2022 Nebraska Third Year Teacher Survey is the fourth 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 59.58%, a 2.78% decrease from last year's principal response rate (62.36%); and the response rate of third-year teachers is 47.16%, a 2.12% decrease from last year's teacher response rate (49.28%).

All 10 indicators were found to be highly correlated with each other for principals, and the standards within each indicator were also relatively 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. However, principals tend to respond more generously than the third-year teachers who seem to be more critical of themselves.

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

3rd Year		
DATE	ACTIVITY	COMMENTS
January 19, 2022	Initial Email List	Max Reiner to send EPPA (Educator Preparation Program Approval) and DRE (Data, Research and Evaluation) email list
January 24, 2022	Final Email List	EPPA and DRE to prepare final email list
January 27, 2022	Pre-notice to HR/Institutional Research Staff	Kelly Heineke to send pre-notice to HR/Institutional Research staff
January 27, 2022	Pre-notice	DRE to send pre-notice to principals and teachers
February 1, 2022	Email Invitation	DRE to send invitation to principals and teachers
Every Thursday, February 3 – February 24, 2022	Bulletin Announcement	NDE Helpdesk to include NTYTS announcement on weekly bulletin
February 10, 2022	Non-respondent List Preparation	DRE to send non-respondent lists to Kelly Heineke
February 10, 2022	Pre-notice to Institutions	Kelly Heineke to enlist help from institutions for upcoming final reminder
February 10, 2022	Information for Preparation Institutions	Kelly Heineke to send non-respondent lists to institutions
February 10, 2022	1 st Email Reminder	DRE to send reminder to non-respondents
February 17, 2022	2 nd Email Reminder	DRE to send reminder to non-respondents
February 21, 2022	Final Email Reminder	Institutions to send final reminder to non-respondents
February 25, 2022	Closure	DRE to close the NTYTS



Pre-notice to HR/Institutional Research Staff

Date: January 27, 2022

To: [Human Resource and Institutional Research Contacts]

Subject: Announcement of the 2022 Nebraska 3rd Year Teacher Survey

Attachment: 2022 Nebraska 3rd Year Teacher Survey.pdf

Good morning,

We are once again scheduled to distribute the 2022 Nebraska 3rd Year Teacher Survey, now in its second year of statewide distribution. We were extremely pleased with the approximately 63% response rate for principals and 50% for teachers 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 1, 2022 to principals and 3rd year teachers.

This email is being sent to a list I have created for Human Resource and Institutional Research contacts within larger school systems. Please feel free to forward and share with others as you see fit. I know that you have taken opportunities to encourage principals and 3rd year teachers to complete the survey in the past. NDE will again appreciate your kind and continuous support this year to garner a high response rate from both principals and 3rd year teachers. The institutions, as always, are anxious and excited to receive the information to support their continuing improvement efforts.

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

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 27, 2022

To: [Principal_Email]

Subject: Announcement of the 2022 Nebraska 3rd Year Teacher Survey

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

The purpose of this email is to give you an advance notice and to request your assistance in completing the 2022 Nebraska 3rd Year Teacher Survey which will be sent via email to you on February 1, 2022. This survey will be sent to principals who have teachers who are completing their 3rd full year of teaching in 2021-2022, as defined by the Nebraska Department of Education. These teachers will have obtained a regular initial teaching certificate during the 2018-2019 school year. The purpose of this survey is to gather administrator perceptions regarding the effectiveness of the teacher preparation institution in preparing 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 3rd year teacher at \${e://Field/SchoolName}. If you believe you have received this email in error, please notify us by **January 31, 2022** at nde.research@nebraska.gov. This will allow us to direct the actual survey, which will be sent on **February 1, 2022** to the appropriate administrator.

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

Please note that these 3rd year teachers will also receive an invitation to participate in the 2022 Nebraska 3rd Year Teacher Survey. That version of the survey is intended to gather 3rd year teacher perceptions regarding the extent to which they believe they were effectively prepared for teaching in the school system.

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

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

Sincerely,

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 Teachers

Date: January 27, 2022

To: [Teacher_Email]

Subject: Announcement of the 2022 Nebraska 3rd Year Teacher Survey

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

The purpose of this email is to give you an advance notice and to request your assistance in completing the 2022 Nebraska 3rd Year Teacher Survey which will be sent via email to you on February 1, 2022. Our records indicate that you completed a teacher preparation program at a Nebraska institution and are completing your 3rd full year of teaching in 2021-2022. This survey will specifically be directed to 3rd year teachers who obtained a regular initial teaching certificate during the 2018-2019 school year. The purpose of this survey is to gather your perceptions regarding the extent to which you believe you were effectively prepared for teaching in the school system. **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 **January 31, 2022** at nde.research@nebraska.gov. This will allow us to direct the actual survey, which will be sent on **February 1, 2022** only to third year teachers, as defined above.

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

Please note that principals with 3rd year teachers in their school buildings will also receive an invitation to participate in the 2022 Nebraska 3rd Year Teacher Survey. That version of the survey is intended to obtain administrator perceptions regarding the effectiveness of the teacher preparation institution in preparing teachers to be classroom-ready.

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

Sincerely,

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



Email Invitation to Principals

Date: February 1, 2022

To: [Principal_Email]

Subject: 2022 Nebraska 3rd Year Teacher Survey

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

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

NDE is requesting your participation in the 2022 Nebraska 3rd Year Teacher survey, for which you should have received an advance notice email on January 27, 2022. You will receive a separate survey invitation via email for each teacher in your building that will complete their 3rd full year of teaching in the 2021-2022 school year. **The survey is designed to gather your input regarding the extent to which you find the 3rd year teacher was effectively prepared** for their assignment in your school. 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 3rd year teacher:

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

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

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

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

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

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

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

Thank you for your time and assistance in completing the 2022 Nebraska 3rd Year Teacher Survey. The survey will close on **February 25, 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 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



Email Invitation to Teachers

Date: February 1, 2022

To: [Teacher_Email]

Subject: 2022 Nebraska 3rd Year Teacher Survey

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

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

As a teacher completing your 3rd full year of teaching in 2021-2022 on a regular teaching certificate, NDE is requesting your participation in the 2022 Nebraska 3rd Year Teacher survey, for which you should have received an advance notice email on January 27, 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 3rd Year Teacher Survey. The survey will close on **February 25, 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 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



Pre-notice to Institutions

Date: February 10, 2022

To: [Institution Contacts]

Subject: 2022 Nebraska 3rd 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 3rd year teachers.

We hope that, as in previous years, you are able to help us send the final reminder to principals/administrators and 3rd year teachers (associated with your institution) on or about February 21, 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 February 21, 2022.

As always, THANK YOU for your continued support.

Sincerely,

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

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



Bulletin Announcement

Date: Every Thursday, February 3 – February 24, 2022

To: [NDE Bulletin Recipients]

Subject: 2022 Nebraska 3rd Year Teacher Survey

Contact: nde.research@nebraska.gov

Nebraska 3rd year teachers who completed their teacher preparation program at a Nebraska institution, and school principals of these 3rd year teachers, were sent an email invitation on February 1, 2022 to complete the 2022 Nebraska 3rd Year Teacher Survey. The intent of the Nebraska 3rd Year Teacher Survey is to obtain critical and consistent program effectiveness information from P-12 school partners that will be used by Nebraska teacher preparation institutions and the Nebraska Department of Education for continuous improvement. If you have received the email invitation and have completed the survey, we thank you for your time. If you have received the email invitation but have yet to **complete the survey, please do so by February 24, 2022.**



Email Reminder to Principals

Date: February 10, 2022

To: [Principal_Email]

Subject: Reminder: 2022 Nebraska 3rd Year Teacher Survey

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

On February 1 we sent you an email invitation to participate in the 2022 Nebraska 3rd Year Teacher Survey. This survey is important as it provides Nebraska educator preparation institutions with your perceptions regarding the extent to which the 3rd year teacher(s) employed by your system was effectively prepared by a Nebraska institution. To the best of our knowledge, you have yet to respond to this survey. We are reaching out to you again because **your response is very important to us.**

The survey should take approximately 10 minutes to complete. Your responses to this survey will not be shared with individual teachers. Information will be compiled and shared with the respective teacher preparation institutions. Please complete the survey by **February 24, 2022.**

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

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

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

Sincerely,

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

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



Email Reminder to Teachers

Date: February 10, 2022

To: [Teacher_Email]

Subject: Reminder: 2022 Nebraska 3rd Year Teacher Survey

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

On February 1, we sent you an email invitation to participate in the 2022 Nebraska 3rd Year Teacher Survey. This survey is important as it provides Nebraska educator preparation institutions with your perceptions regarding the extent to which you believe you were effectively prepared by a Nebraska institution for teaching in the school system. To the best of our knowledge, you have yet to respond to this survey. We are reaching out to you again because **your response is very important to us.**

The survey should take approximately 10 minutes to complete. Public reports will only use aggregated data and will not identify individual teachers. **Please complete the survey by February 24, 2022.**

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

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

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

Sincerely,

A handwritten signature in blue ink, appearing to read "KH", 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



Final Email Reminder

Date: February 21, 2022

To: [Institution Contacts]

Subject: 2022 Nebraska 3rd Year Teacher Survey

Attachment: List.xls

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

On February 1 we sent you an email invitation to participate in the 2022 Nebraska 3rd Year Teacher Survey. This survey is important as it provides Nebraska educator preparation institutions with your perceptions regarding the extent to which the 3rd year teacher(s) employed by your system was effectively prepared by a Nebraska institution. To the best of our knowledge, you have yet to respond to this survey. We are reaching out to you again because **your response is very important to us.**

The survey should take approximately 10 minutes to complete. Your responses to this survey will not be shared with individual teachers. Information will be compiled and shared with the respective teacher preparation institutions. Please complete the survey by **February 24, 2022.**

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

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

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

Sincerely,

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

Kelly Heineke

Director Educator Preparation Program Approval

Office of Accountability, Accreditation, & Program Approval

kelly.heineke@nebraska.gov

Table 10. Average Responses for Each Standard within an Indicator

	Principals	Teachers
Standard 1.1	2.2120	2.0313
Standard 1.2	2.2226	2.0938
Standard 2.1	2.2226	2.0045
Standard 2.2	2.1095	1.8616
Standard 2.3	2.0919	2.0580
Standard 3.1	2.4028	2.4732
Standard 3.2	2.2898	2.1607
Standard 4.1	2.2933	2.3304
Standard 4.2	2.3039	2.2545
Standard 4.3	2.2898	2.2277
Standard 5.1	2.0848	2.0268
Standard 5.2	2.1484	2.0268
Standard 6.1	2.2049	2.1205
Standard 6.2	2.1555	2.1741
Standard 6.3	2.1343	1.9777
Standard 6.4	2.0919	1.9286
Standard 7.1	2.2120	2.0670
Standard 7.2	2.1519	2.0893
Standard 8.1	2.2438	2.1161
Standard 8.2	2.0989	1.9821
Standard 8.3	2.1731	1.9777
Standard 9.1	2.2721	2.2634
Standard 9.2	2.1413	2.1473
Standard 10.1	2.2827	2.3438
Standard 10.2	2.1767	2.2009

Table 11. T-test Results of Indicators

Indicator	t-value (p-value)
1. Learner Development	-2.932 (0.004)
2. Learning Differences	-3.202 (0.001)
3. Learning Environments	-0.514 (0.607)
4. Content Knowledge	-0.529 (0.597)
5. Application of Content	-1.684 (0.093)

6. Assessment	-1.845 (0.068)
7. Planning for Instruction	-1.858 (0.064)
8. Instructional Strategies	-2.804 (0.005)
9. Professional Learning and Ethical Practice	-0.025 (0.980)
10. Leadership and Collaboration	0.788 (0.431)

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	0.81	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	
Standard 2.3	0.66	0.66	1.00

Indicator 3. Learning Environments (Principals)

Correlation Coefficient	Standard 3.1	Standard 3.2
Standard 3.1	1.00	
Standard 3.2	0.75	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	0.76	1.00	
Standard 4.3	0.71	0.76	1.00

Indicator 5. Application of Content (Principals)

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

Indicator 6. Assessment (Principals)

Correlation Coefficient	Standard 6.1	Standard 6.2	Standard 6.3	Standard 6.4
Standard 6.1	1.00			
Standard 6.2	0.81	1.00		
Standard 6.3	0.69	0.69	1.00	
Standard 6.4	0.65	0.69	0.86	1.00

Indicator 7. Planning for Instruction (Principals)

Correlation Coefficient	Standard 7.1	Standard 7.1
Standard 7.1	1.00	
Standard 7.2	0.78	1.00

Indicator 8. Instructional Strategies (Principals)

Correlation Coefficient	Standard 8.1	Standard 8.2	Standard 8.3
Standard 8.1	1.00		
Standard 8.2	0.64	1.00	
Standard 8.3	0.55	0.72	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	0.75	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	0.73	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	0.65	1.00	
Standard 2.3	0.29	0.34	1.00

Indicator 3. Learning Environments (Teachers)

Correlation Coefficient	Standard 3.1	Standard 3.2
Standard 3.1	1.00	
Standard 3.2	0.68	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	0.71	1.00	
Standard 4.3	0.68	0.66	1.00

Indicator 5. Application of Content (Teachers)

Correlation Coefficient	Standard 5.1	Standard 5.2
Standard 5.1	1.00	
Standard 5.2	0.66	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	0.71	1.00		
Standard 6.3	0.70	0.66	1.00	
Standard 6.4	0.62	0.60	0.78	1.00

Indicator 7. Planning for Instruction (Teachers)

Correlation Coefficient	Standard 7.1	Standard 7.2
Standard 7.1	1.00	
Standard 7.2	0.77	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	0.57	1.00	
Standard 8.3	0.51	0.61	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	0.77	1.00

Indicator 10. Leadership and Collaboration (Teachers)

Correlation Coefficient	Standard 10.1	Standard 10.2
Standard 10.1	1.00	
Standard 10.2	0.78	1.00

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

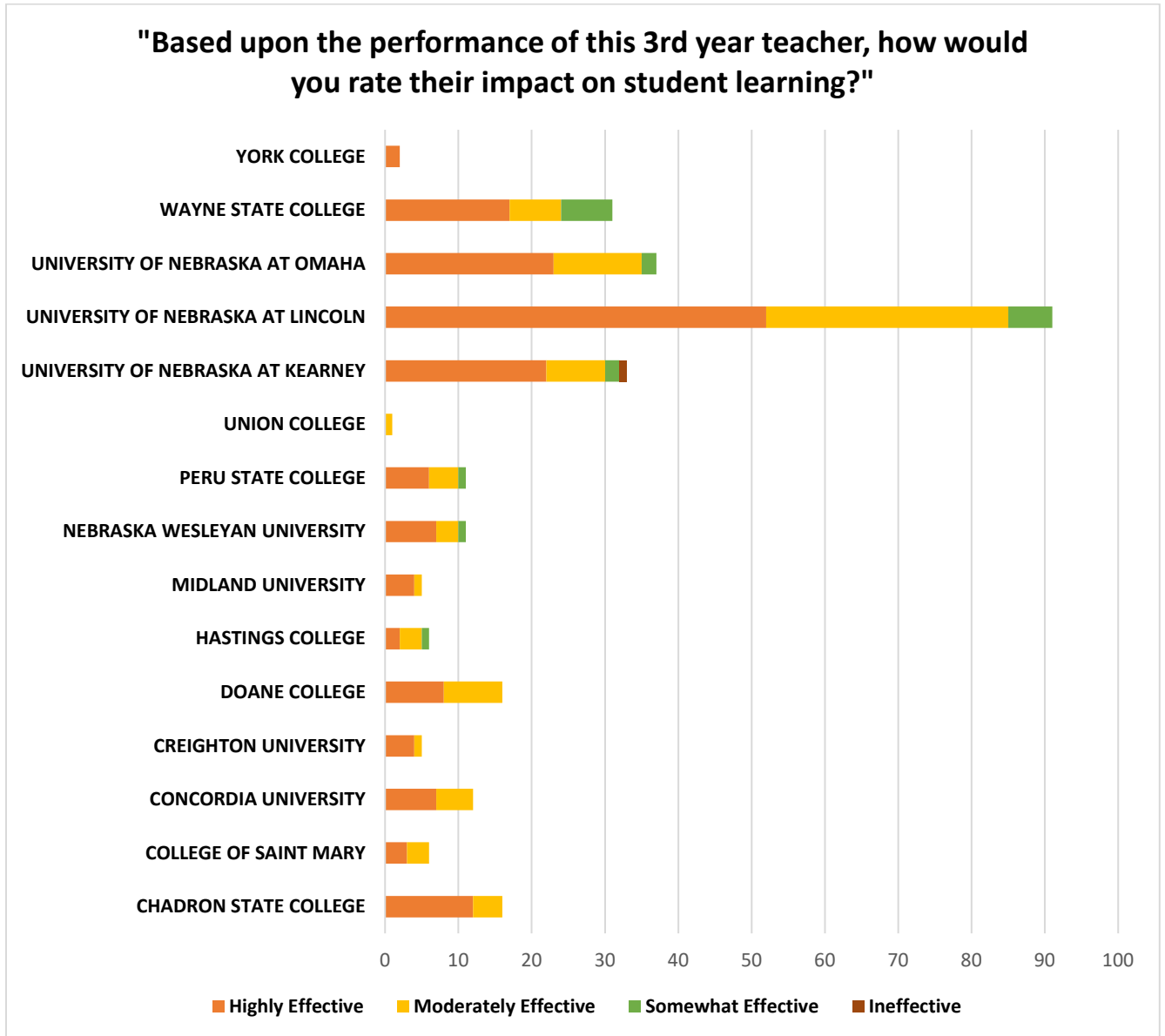


Figure 12. Responses to Question 12 by Preparation Institution (Principals)

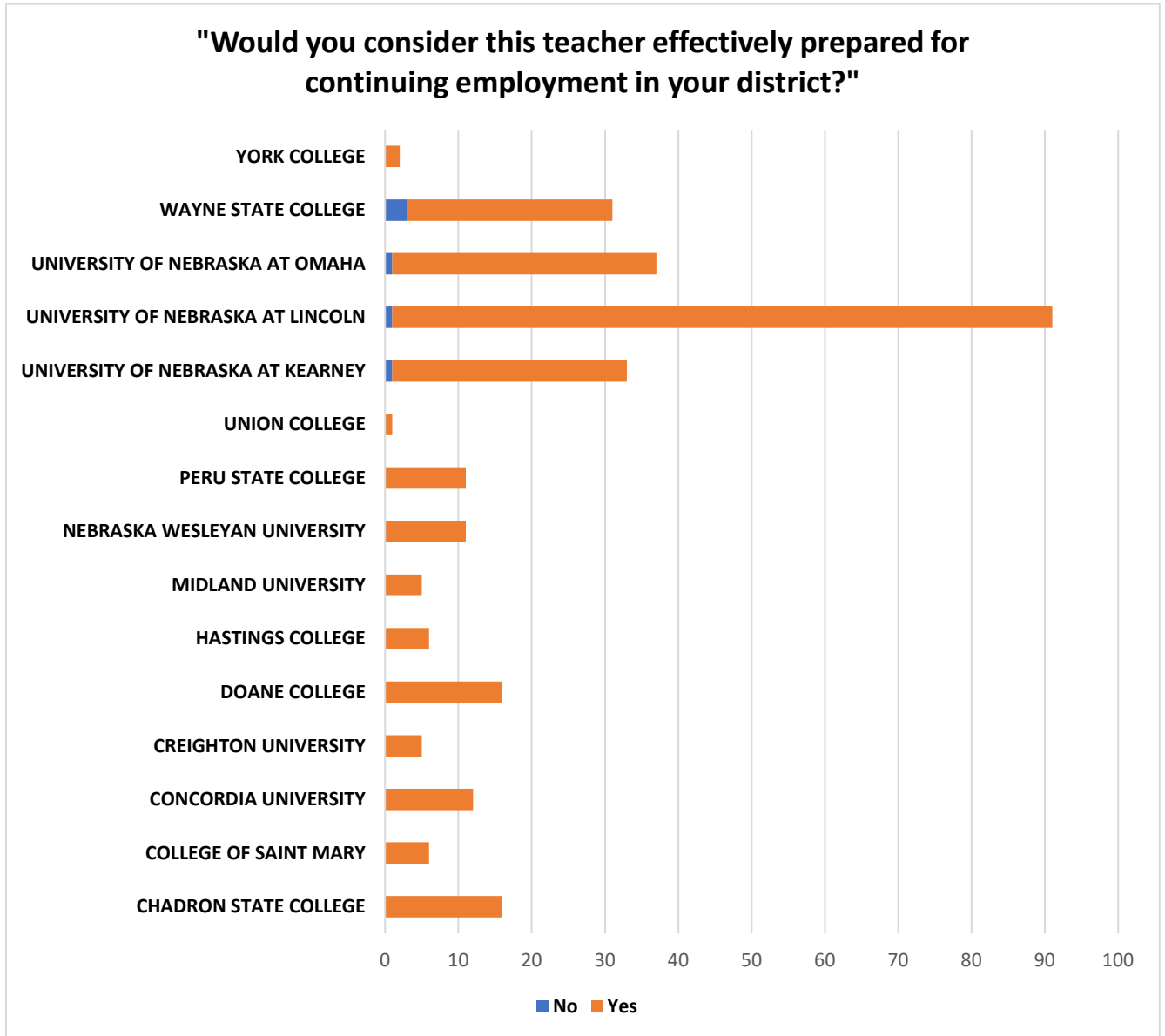


Figure 13. Responses to Question 12 by Preparation Institution (Teachers)

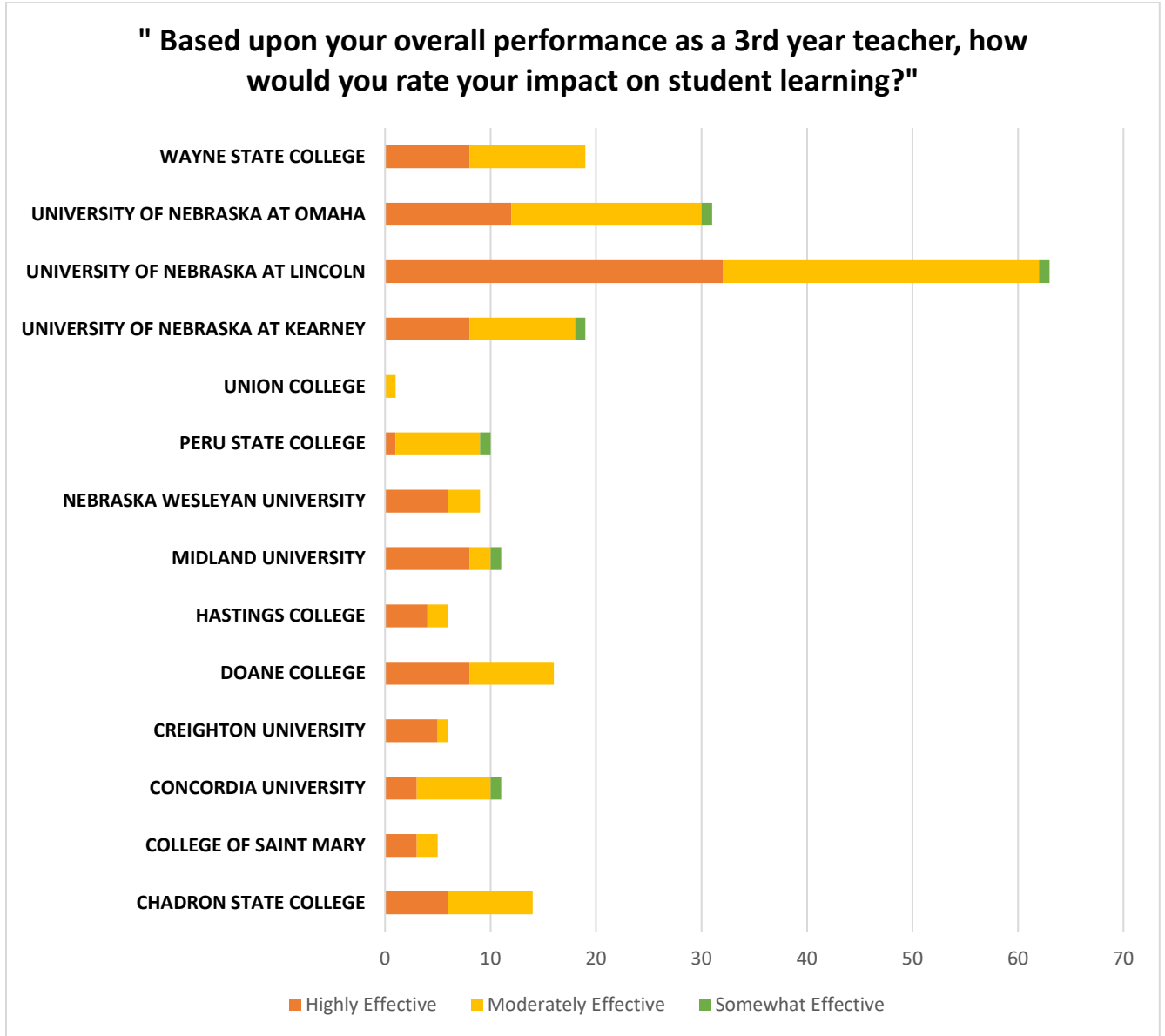


Figure 14. Responses to Question 12 by Preparation Institution (Teacher)

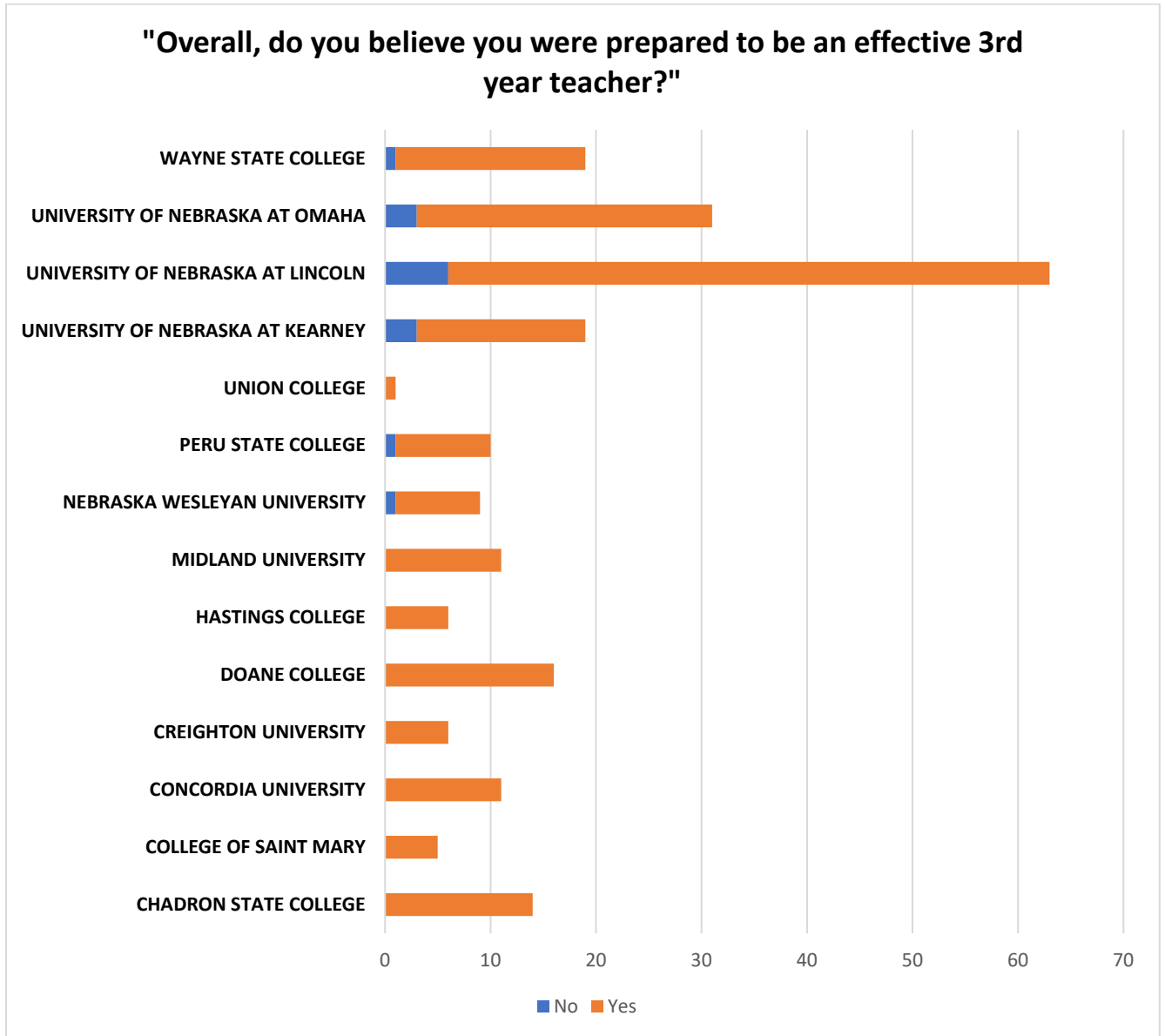


Figure 15. Survey Responses by Endorsement Type (Principals)

STATEWIDE (PRINCIPALS NTYTS 2022)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
Standard 1.1	Content Endorsements	37	28.24%	76	58.02%	18	13.74%	0	0.00%	131
	Early Childhood	5	35.71%	7	50.00%	2	14.29%	0	0.00%	14
	Elementary	42	36.52%	61	53.04%	12	10.43%	0	0.00%	115
	Middle Grades	5	50.00%	5	50.00%	0	0.00%	0	0.00%	10
	Special Education	5	38.46%	6	46.15%	2	15.38%	0	0.00%	13
	Total	94	33.22%	155	54.77%	34	12.01%	0	0.00%	283
Standard 1.2	Content Endorsements	37	28.24%	75	57.25%	19	14.50%	0	0.00%	131
	Early Childhood	5	35.71%	8	57.14%	1	7.14%	0	0.00%	14
	Elementary	43	37.39%	61	53.04%	11	9.57%	0	0.00%	115
	Middle Grades	5	50.00%	5	50.00%	0	0.00%	0	0.00%	10
	Special Education	6	46.15%	5	38.46%	2	15.38%	0	0.00%	13
	Total	96	33.92%	154	54.42%	33	11.66%	0	0.00%	283
Standard 2.1	Content Endorsements	41	31.30%	68	51.91%	22	16.79%	0	0.00%	131
	Early Childhood	5	35.71%	7	50.00%	2	14.29%	0	0.00%	14
	Elementary	45	39.13%	58	50.43%	11	9.57%	1	0.87%	115
	Middle Grades	5	50.00%	4	40.00%	1	10.00%	0	0.00%	10
	Special Education	6	46.15%	6	46.15%	1	7.69%	0	0.00%	13
	Total	102	36.04%	143	50.53%	37	13.07%	1	0.35%	283
Standard 2.2	Content Endorsements	33	25.19%	62	47.33%	35	26.72%	1	0.76%	131
	Early Childhood	7	50.00%	6	42.86%	1	7.14%	0	0.00%	14
	Elementary	35	30.43%	68	59.13%	11	9.57%	1	0.87%	115
	Middle Grades	4	40.00%	5	50.00%	1	10.00%	0	0.00%	10
	Special Education	7	53.85%	3	23.08%	3	23.08%	0	0.00%	13
	Total	86	30.39%	144	50.88%	51	18.02%	2	0.71%	283
Standard 2.3	Content Endorsements	35	26.72%	68	51.91%	27	20.61%	1	0.76%	131
	Early Childhood	3	21.43%	9	64.29%	2	14.29%	0	0.00%	14
	Elementary	33	28.70%	65	56.52%	17	14.78%	0	0.00%	115
	Middle Grades	4	40.00%	4	40.00%	2	20.00%	0	0.00%	10
	Special Education	5	38.46%	4	30.77%	4	30.77%	0	0.00%	13
	Total	80	28.27%	150	53.00%	52	18.37%	1	0.35%	283
Standard 3.1	Content Endorsements	55	41.98%	61	46.56%	14	10.69%	1	0.76%	131

STATEWIDE (PRINCIPALS NTYTS 2022)

	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Early Childhood	9	64.29%	4	28.57%	1	7.14%	0	0.00%	14
	Elementary	66	57.39%	41	35.65%	7	6.09%	1	0.87%	115
	Middle Grades	6	60.00%	4	40.00%	0	0.00%	0	0.00%	10
	Special Education	6	46.15%	5	38.46%	2	15.38%	0	0.00%	13
	Total	142	50.18%	115	40.64%	24	8.48%	2	0.71%	283
Standard 3.2	Content Endorsements	43	32.82%	67	51.15%	20	15.27%	1	0.76%	131
	Early Childhood	6	42.86%	6	42.86%	2	14.29%	0	0.00%	14
	Elementary	59	51.30%	48	41.74%	7	6.09%	1	0.87%	115
	Middle Grades	5	50.00%	4	40.00%	1	10.00%	0	0.00%	10
	Special Education	6	46.15%	4	30.77%	3	23.08%	0	0.00%	13
	Total	119	42.05%	129	45.58%	33	11.66%	2	0.71%	283
Standard 4.1	Content Endorsements	46	35.11%	79	60.31%	6	4.58%	0	0.00%	131
	Early Childhood	4	28.57%	8	57.14%	2	14.29%	0	0.00%	14
	Elementary	42	36.52%	66	57.39%	7	6.09%	0	0.00%	115
	Middle Grades	4	40.00%	6	60.00%	0	0.00%	0	0.00%	10
	Special Education	4	30.77%	7	53.85%	2	15.38%	0	0.00%	13
	Total	100	35.34%	166	58.66%	17	6.01%	0	0.00%	283
Standard 4.2	Content Endorsements	43	32.82%	84	64.12%	4	3.05%	0	0.00%	131
	Early Childhood	4	28.57%	9	64.29%	1	7.14%	0	0.00%	14
	Elementary	46	40.00%	64	55.65%	5	4.35%	0	0.00%	115
	Middle Grades	2	20.00%	8	80.00%	0	0.00%	0	0.00%	10
	Special Education	3	23.08%	8	61.54%	2	15.38%	0	0.00%	13
	Total	98	34.63%	173	61.13%	12	4.24%	0	0.00%	283
Standard 4.3	Content Endorsements	43	32.82%	76	58.02%	12	9.16%	0	0.00%	131
	Early Childhood	4	28.57%	8	57.14%	2	14.29%	0	0.00%	14
	Elementary	49	42.61%	62	53.91%	4	3.48%	0	0.00%	115
	Middle Grades	4	40.00%	6	60.00%	0	0.00%	0	0.00%	10
	Special Education	2	15.38%	9	69.23%	2	15.38%	0	0.00%	13
	Total	102	36.04%	161	56.89%	20	7.07%	0	0.00%	283
Standard 5.1	Content Endorsements	33	25.19%	73	55.73%	24	18.32%	1	0.76%	131
	Early Childhood	3	21.43%	10	71.43%	1	7.14%	0	0.00%	14
	Elementary	30	26.09%	69	60.00%	16	13.91%	0	0.00%	115
	Middle Grades	2	20.00%	8	80.00%	0	0.00%	0	0.00%	10

STATEWIDE (PRINCIPALS NTYTS 2022)

	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Special Education	1	7.69%	10	76.92%	2	15.38%	0	0.00%	13
	Total	69	24.38%	170	60.07%	43	15.19%	1	0.35%	283
Standard 5.2	Content Endorsements	33	25.19%	77	58.78%	19	14.50%	2	1.53%	131
	Early Childhood	4	28.57%	9	64.29%	1	7.14%	0	0.00%	14
	Elementary	36	31.30%	69	60.00%	10	8.70%	0	0.00%	115
	Middle Grades	4	40.00%	5	50.00%	1	10.00%	0	0.00%	10
	Special Education	2	15.38%	9	69.23%	2	15.38%	0	0.00%	13
	Total	79	27.92%	169	59.72%	33	11.66%	2	0.71%	283
Standard 6.1	Content Endorsements	35	26.72%	86	65.65%	10	7.63%	0	0.00%	131
	Early Childhood	3	21.43%	8	57.14%	3	21.43%	0	0.00%	14
	Elementary	38	33.04%	70	60.87%	7	6.09%	0	0.00%	115
	Middle Grades	4	40.00%	6	60.00%	0	0.00%	0	0.00%	10
	Special Education	1	7.69%	9	69.23%	3	23.08%	0	0.00%	13
	Total	81	28.62%	179	63.25%	23	8.13%	0	0.00%	283
Standard 6.2	Content Endorsements	31	23.66%	83	63.36%	17	12.98%	0	0.00%	131
	Early Childhood	3	21.43%	8	57.14%	3	21.43%	0	0.00%	14
	Elementary	36	31.30%	69	60.00%	10	8.70%	0	0.00%	115
	Middle Grades	5	50.00%	5	50.00%	0	0.00%	0	0.00%	10
	Special Education	2	15.38%	8	61.54%	3	23.08%	0	0.00%	13
	Total	77	27.21%	173	61.13%	33	11.66%	0	0.00%	283
Standard 6.3	Content Endorsements	32	24.43%	70	53.44%	29	22.14%	0	0.00%	131
	Early Childhood	5	35.71%	7	50.00%	2	14.29%	0	0.00%	14
	Elementary	40	34.78%	63	54.78%	12	10.43%	0	0.00%	115
	Middle Grades	3	30.00%	7	70.00%	0	0.00%	0	0.00%	10
	Special Education	4	30.77%	6	46.15%	3	23.08%	0	0.00%	13
	Total	84	29.68%	153	54.06%	46	16.25%	0	0.00%	283
Standard 6.4	Content Endorsements	32	24.43%	65	49.62%	34	25.95%	0	0.00%	131
	Early Childhood	6	42.86%	6	42.86%	2	14.29%	0	0.00%	14
	Elementary	35	30.43%	63	54.78%	17	14.78%	0	0.00%	115
	Middle Grades	3	30.00%	7	70.00%	0	0.00%	0	0.00%	10
	Special Education	5	38.46%	6	46.15%	2	15.38%	0	0.00%	13
	Total	81	28.62%	147	51.94%	55	19.43%	0	0.00%	283
Standard 7.1	Content Endorsements	37	28.24%	82	62.60%	11	8.40%	1	0.76%	131

STATEWIDE (PRINCIPALS NTYTS 2022)

	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Early Childhood	5	35.71%	8	57.14%	0	0.00%	1	7.14%	14
	Elementary	39	33.91%	63	54.78%	13	11.30%	0	0.00%	115
	Middle Grades	5	50.00%	5	50.00%	0	0.00%	0	0.00%	10
	Special Education	4	30.77%	7	53.85%	2	15.38%	0	0.00%	13
	Total	90	31.80%	165	58.30%	26	9.19%	2	0.71%	283
Standard 7.2	Content Endorsements	36	27.48%	76	58.02%	18	13.74%	1	0.76%	131
	Early Childhood	3	21.43%	10	71.43%	0	0.00%	1	7.14%	14
	Elementary	36	31.30%	63	54.78%	16	13.91%	0	0.00%	115
	Middle Grades	5	50.00%	5	50.00%	0	0.00%	0	0.00%	10
	Special Education	3	23.08%	8	61.54%	2	15.38%	0	0.00%	13
	Total	83	29.33%	162	57.24%	36	12.72%	2	0.71%	283
Standard 8.1	Content Endorsements	36	27.48%	87	66.41%	8	6.11%	0	0.00%	131
	Early Childhood	5	35.71%	7	50.00%	1	7.14%	1	7.14%	14
	Elementary	45	39.13%	60	52.17%	10	8.70%	0	0.00%	115
	Middle Grades	5	50.00%	5	50.00%	0	0.00%	0	0.00%	10
	Special Education	2	15.38%	8	61.54%	3	23.08%	0	0.00%	13
	Total	93	32.86%	167	59.01%	22	7.77%	1	0.35%	283
Standard 8.2	Content Endorsements	30	22.90%	78	59.54%	23	17.56%	0	0.00%	131
	Early Childhood	3	21.43%	9	64.29%	1	7.14%	1	7.14%	14
	Elementary	33	28.70%	68	59.13%	14	12.17%	0	0.00%	115
	Middle Grades	4	40.00%	6	60.00%	0	0.00%	0	0.00%	10
	Special Education	1	7.69%	9	69.23%	3	23.08%	0	0.00%	13
	Total	71	25.09%	170	60.07%	41	14.49%	1	0.35%	283
Standard 8.3	Content Endorsements	36	27.48%	72	54.96%	20	15.27%	3	2.29%	131
	Early Childhood	7	50.00%	5	35.71%	1	7.14%	1	7.14%	14
	Elementary	39	33.91%	66	57.39%	10	8.70%	0	0.00%	115
	Middle Grades	6	60.00%	3	30.00%	1	10.00%	0	0.00%	10
	Special Education	4	30.77%	6	46.15%	3	23.08%	0	0.00%	13
	Total	92	32.51%	152	53.71%	35	12.37%	4	1.41%	283
Standard 9.1	Content Endorsements	44	33.59%	70	53.44%	16	12.21%	1	0.76%	131
	Early Childhood	5	35.71%	7	50.00%	2	14.29%	0	0.00%	14
	Elementary	50	43.48%	58	50.43%	6	5.22%	1	0.87%	115
	Middle Grades	4	40.00%	5	50.00%	1	10.00%	0	0.00%	10

STATEWIDE (PRINCIPALS NTYTS 2022)

	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Special Education	4	30.77%	8	61.54%	1	7.69%	0	0.00%	13
	Total	107	37.81%	148	52.30%	26	9.19%	2	0.71%	283
Standard 9.2	Content Endorsements	31	23.66%	78	59.54%	21	16.03%	1	0.76%	131
	Early Childhood	4	28.57%	8	57.14%	1	7.14%	1	7.14%	14
	Elementary	41	35.65%	60	52.17%	14	12.17%	0	0.00%	115
	Middle Grades	4	40.00%	5	50.00%	1	10.00%	0	0.00%	10
	Special Education	3	23.08%	8	61.54%	2	15.38%	0	0.00%	13
	Total	83	29.33%	159	56.18%	39	13.78%	2	0.71%	283
Standard 10.1	Content Endorsements	42	32.06%	80	61.07%	9	6.87%	0	0.00%	131
	Early Childhood	5	35.71%	7	50.00%	2	14.29%	0	0.00%	14
	Elementary	48	41.74%	59	51.30%	8	6.96%	0	0.00%	115
	Middle Grades	5	50.00%	4	40.00%	1	10.00%	0	0.00%	10
	Special Education	2	15.38%	9	69.23%	2	15.38%	0	0.00%	13
	Total	102	36.04%	159	56.18%	22	7.77%	0	0.00%	283
Standard 10.2	Content Endorsements	32	24.43%	80	61.07%	17	12.98%	2	1.53%	131
	Early Childhood	5	35.71%	7	50.00%	2	14.29%	0	0.00%	14
	Elementary	45	39.13%	55	47.83%	15	13.04%	0	0.00%	115
	Middle Grades	4	40.00%	5	50.00%	1	10.00%	0	0.00%	10
	Special Education	4	30.77%	8	61.54%	1	7.69%	0	0.00%	13
	Total	90	31.80%	155	54.77%	36	12.72%	2	0.71%	283

Figure 16. Survey Responses by Endorsement Type (Teachers)

STATEWIDE (TEACHERS NTYTS 2022)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	
Standard 1.1	Content Endorsements	15	14.29%	76	72.38%	14	13.33%	0	0.00%	105
	Early Childhood	1	8.33%	8	66.67%	3	25.00%	0	0.00%	12
	Elementary	21	23.60%	52	58.43%	15	16.85%	1	1.12%	89
	Middle Grades	4	50.00%	3	37.50%	1	12.50%	0	0.00%	8
	Special Education	2	20.00%	7	70.00%	1	10.00%	0	0.00%	10
	Total	43	19.20%	146	65.18%	34	15.18%	1	0.45%	224
Standard 1.2	Content Endorsements	23	21.90%	64	60.95%	18	17.14%	0	0.00%	105
	Early Childhood	1	8.33%	9	75.00%	2	16.67%	0	0.00%	12
	Elementary	23	25.84%	56	62.92%	10	11.24%	0	0.00%	89
	Middle Grades	4	50.00%	2	25.00%	2	25.00%	0	0.00%	8
	Special Education	3	30.00%	6	60.00%	1	10.00%	0	0.00%	10
	Total	54	24.11%	137	61.16%	33	14.73%	0	0.00%	224
Standard 2.1	Content Endorsements	21	20.00%	57	54.29%	26	24.76%	1	0.95%	105
	Early Childhood	3	25.00%	6	50.00%	3	25.00%	0	0.00%	12
	Elementary	22	24.72%	52	58.43%	15	16.85%	0	0.00%	89
	Middle Grades	3	37.50%	4	50.00%	1	12.50%	0	0.00%	8
	Special Education	1	10.00%	7	70.00%	2	20.00%	0	0.00%	10
	Total	50	22.32%	126	56.25%	47	20.98%	1	0.45%	224
Standard 2.2	Content Endorsements	12	11.43%	61	58.10%	30	28.57%	2	1.90%	105
	Early Childhood	2	16.67%	7	58.33%	3	25.00%	0	0.00%	12
	Elementary	17	19.10%	50	56.18%	21	23.60%	1	1.12%	89
	Middle Grades	3	37.50%	2	25.00%	2	25.00%	1	12.50%	8
	Special Education	2	20.00%	5	50.00%	3	30.00%	0	0.00%	10
	Total	36	16.07%	125	55.80%	59	26.34%	4	1.79%	224
Standard 2.3	Content Endorsements	32	30.48%	49	46.67%	24	22.86%	0	0.00%	105
	Early Childhood	1	8.33%	8	66.67%	3	25.00%	0	0.00%	12
	Elementary	18	20.22%	58	65.17%	13	14.61%	0	0.00%	89
	Middle Grades	4	50.00%	2	25.00%	2	25.00%	0	0.00%	8
	Special Education	1	10.00%	8	80.00%	1	10.00%	0	0.00%	10
	Total	56	25.00%	125	55.80%	43	19.20%	0	0.00%	224
Standard 3.1	Content Endorsements	54	51.43%	38	36.19%	13	12.38%	0	0.00%	105

STATEWIDE (TEACHERS NTYTS 2022)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Early Childhood	6	50.00%	6	50.00%	0	0.00%	0	0.00%	12
	Elementary	51	57.30%	35	39.33%	3	3.37%	0	0.00%	89
	Middle Grades	7	87.50%	1	12.50%	0	0.00%	0	0.00%	8
	Special Education	4	40.00%	6	60.00%	0	0.00%	0	0.00%	10
	Total	122	54.46%	86	38.39%	16	7.14%	0	0.00%	224
Standard 3.2	Content Endorsements	33	31.43%	48	45.71%	22	20.95%	2	1.90%	105
	Early Childhood	6	50.00%	4	33.33%	2	16.67%	0	0.00%	12
	Elementary	33	37.08%	44	49.44%	10	11.24%	2	2.25%	89
	Middle Grades	5	62.50%	2	25.00%	1	12.50%	0	0.00%	8
	Special Education	4	40.00%	4	40.00%	2	20.00%	0	0.00%	10
	Total	81	36.16%	102	45.54%	37	16.52%	4	1.79%	224
Standard 4.1	Content Endorsements	49	46.67%	51	48.57%	5	4.76%	0	0.00%	105
	Early Childhood	2	16.67%	9	75.00%	1	8.33%	0	0.00%	12
	Elementary	29	32.58%	54	60.67%	6	6.74%	0	0.00%	89
	Middle Grades	5	62.50%	3	37.50%	0	0.00%	0	0.00%	8
	Special Education	3	30.00%	5	50.00%	2	20.00%	0	0.00%	10
	Total	88	39.29%	122	54.46%	14	6.25%	0	0.00%	224
Standard 4.2	Content Endorsements	41	39.05%	58	55.24%	6	5.71%	0	0.00%	105
	Early Childhood	1	8.33%	10	83.33%	1	8.33%	0	0.00%	12
	Elementary	25	28.09%	55	61.80%	9	10.11%	0	0.00%	89
	Middle Grades	7	87.50%	1	12.50%	0	0.00%	0	0.00%	8
	Special Education	1	10.00%	7	70.00%	2	20.00%	0	0.00%	10
	Total	75	33.48%	131	58.48%	18	8.04%	0	0.00%	224
Standard 4.3	Content Endorsements	39	37.14%	60	57.14%	6	5.71%	0	0.00%	105
	Early Childhood	1	8.33%	10	83.33%	1	8.33%	0	0.00%	12
	Elementary	25	28.09%	54	60.67%	10	11.24%	0	0.00%	89
	Middle Grades	6	75.00%	1	12.50%	1	12.50%	0	0.00%	8
	Special Education	1	10.00%	6	60.00%	3	30.00%	0	0.00%	10
	Total	72	32.14%	131	58.48%	21	9.38%	0	0.00%	224
Standard 5.1	Content Endorsements	24	22.86%	62	59.05%	17	16.19%	2	1.90%	105
	Early Childhood	1	8.33%	8	66.67%	2	16.67%	1	8.33%	12
	Elementary	17	19.10%	61	68.54%	11	12.36%	0	0.00%	89
	Middle Grades	6	75.00%	0	0.00%	2	25.00%	0	0.00%	8

STATEWIDE (TEACHERS NTYTS 2022)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Special Education	0	0.00%	7	70.00%	2	20.00%	1	10.00%	10
	Total	48	21.43%	138	61.61%	34	15.18%	4	1.79%	224
Standard 5.2	Content Endorsements	20	19.05%	63	60.00%	21	20.00%	1	0.95%	105
	Early Childhood	2	16.67%	7	58.33%	3	25.00%	0	0.00%	12
	Elementary	19	21.35%	60	67.42%	10	11.24%	0	0.00%	89
	Middle Grades	4	50.00%	3	37.50%	1	12.50%	0	0.00%	8
	Special Education	1	10.00%	7	70.00%	1	10.00%	1	10.00%	10
	Total	46	20.54%	140	62.50%	36	16.07%	2	0.89%	224
Standard 6.1	Content Endorsements	31	29.52%	61	58.10%	11	10.48%	2	1.90%	105
	Early Childhood	3	25.00%	7	58.33%	2	16.67%	0	0.00%	12
	Elementary	23	25.84%	53	59.55%	13	14.61%	0	0.00%	89
	Middle Grades	5	62.50%	2	25.00%	1	12.50%	0	0.00%	8
	Special Education	0	0.00%	6	60.00%	4	40.00%	0	0.00%	10
	Total	62	27.68%	129	57.59%	31	13.84%	2	0.89%	224
Standard 6.2	Content Endorsements	31	29.52%	63	60.00%	8	7.62%	3	2.86%	105
	Early Childhood	3	25.00%	7	58.33%	2	16.67%	0	0.00%	12
	Elementary	32	35.96%	47	52.81%	8	8.99%	2	2.25%	89
	Middle Grades	5	62.50%	3	37.50%	0	0.00%	0	0.00%	8
	Special Education	1	10.00%	4	40.00%	5	50.00%	0	0.00%	10
	Total	72	32.14%	124	55.36%	23	10.27%	5	2.23%	224
Standard 6.3	Content Endorsements	20	19.05%	58	55.24%	26	24.76%	1	0.95%	105
	Early Childhood	3	25.00%	7	58.33%	1	8.33%	1	8.33%	12
	Elementary	21	23.60%	50	56.18%	16	17.98%	2	2.25%	89
	Middle Grades	5	62.50%	1	12.50%	2	25.00%	0	0.00%	8
	Special Education	2	20.00%	5	50.00%	3	30.00%	0	0.00%	10
	Total	51	22.77%	121	54.02%	48	21.43%	4	1.79%	224
Standard 6.4	Content Endorsements	16	15.24%	55	52.38%	32	30.48%	2	1.90%	105
	Early Childhood	1	8.33%	8	66.67%	2	16.67%	1	8.33%	12
	Elementary	22	24.72%	50	56.18%	17	19.10%	0	0.00%	89
	Middle Grades	5	62.50%	1	12.50%	2	25.00%	0	0.00%	8
	Special Education	2	20.00%	5	50.00%	3	30.00%	0	0.00%	10
	Total	46	20.54%	119	53.13%	56	25.00%	3	1.34%	224
Standard 7.1	Content Endorsements	25	23.81%	64	60.95%	14	13.33%	2	1.90%	105

STATEWIDE (TEACHERS NTYTS 2022)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Early Childhood	1	8.33%	8	66.67%	2	16.67%	1	8.33%	12
	Elementary	24	26.97%	53	59.55%	11	12.36%	1	1.12%	89
	Middle Grades	3	37.50%	5	62.50%	0	0.00%	0	0.00%	8
	Special Education	0	0.00%	7	70.00%	3	30.00%	0	0.00%	10
	Total	53	23.66%	137	61.16%	30	13.39%	4	1.79%	224
Standard 7.2	Content Endorsements	27	25.71%	58	55.24%	18	17.14%	2	1.90%	105
	Early Childhood	3	25.00%	7	58.33%	1	8.33%	1	8.33%	12
	Elementary	25	28.09%	53	59.55%	10	11.24%	1	1.12%	89
	Middle Grades	4	50.00%	3	37.50%	1	12.50%	0	0.00%	8
	Special Education	2	20.00%	5	50.00%	3	30.00%	0	0.00%	10
	Total	61	27.23%	126	56.25%	33	14.73%	4	1.79%	224
Standard 8.1	Content Endorsements	41	39.05%	44	41.90%	19	18.10%	1	0.95%	105
	Early Childhood	1	8.33%	8	66.67%	2	16.67%	1	8.33%	12
	Elementary	29	32.58%	41	46.07%	18	20.22%	1	1.12%	89
	Middle Grades	4	50.00%	3	37.50%	1	12.50%	0	0.00%	8
	Special Education	1	10.00%	5	50.00%	4	40.00%	0	0.00%	10
	Total	76	33.93%	101	45.09%	44	19.64%	3	1.34%	224
Standard 8.2	Content Endorsements	23	21.90%	58	55.24%	23	21.90%	1	0.95%	105
	Early Childhood	1	8.33%	8	66.67%	2	16.67%	1	8.33%	12
	Elementary	17	19.10%	56	62.92%	16	17.98%	0	0.00%	89
	Middle Grades	4	50.00%	2	25.00%	2	25.00%	0	0.00%	8
	Special Education	0	0.00%	8	80.00%	2	20.00%	0	0.00%	10
	Total	45	20.09%	132	58.93%	45	20.09%	2	0.89%	224
Standard 8.3	Content Endorsements	19	18.10%	59	56.19%	22	20.95%	5	4.76%	105
	Early Childhood	1	8.33%	7	58.33%	3	25.00%	1	8.33%	12
	Elementary	26	29.21%	51	57.30%	11	12.36%	1	1.12%	89
	Middle Grades	3	37.50%	3	37.50%	2	25.00%	0	0.00%	8
	Special Education	1	10.00%	6	60.00%	3	30.00%	0	0.00%	10
	Total	50	22.32%	126	56.25%	41	18.30%	7	3.13%	224
Standard 9.1	Content Endorsements	40	38.10%	56	53.33%	9	8.57%	0	0.00%	105
	Early Childhood	2	16.67%	7	58.33%	3	25.00%	0	0.00%	12
	Elementary	32	35.96%	48	53.93%	8	8.99%	1	1.12%	89
	Middle Grades	6	75.00%	2	25.00%	0	0.00%	0	0.00%	8

STATEWIDE (TEACHERS NTYTS 2022)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Special Education	3	30.00%	5	50.00%	2	20.00%	0	0.00%	10
	Total	83	37.05%	118	52.68%	22	9.82%	1	0.45%	224
Standard 9.2	Content Endorsements	33	31.43%	56	53.33%	16	15.24%	0	0.00%	105
	Early Childhood	2	16.67%	6	50.00%	4	33.33%	0	0.00%	12
	Elementary	27	30.34%	51	57.30%	10	11.24%	1	1.12%	89
	Middle Grades	4	50.00%	4	50.00%	0	0.00%	0	0.00%	8
	Special Education	1	10.00%	7	70.00%	2	20.00%	0	0.00%	10
	Total	67	29.91%	124	55.36%	32	14.29%	1	0.45%	224
Standard 10.1	Content Endorsements	44	41.90%	56	53.33%	3	2.86%	2	1.90%	105
	Early Childhood	4	33.33%	6	50.00%	2	16.67%	0	0.00%	12
	Elementary	38	42.70%	48	53.93%	2	2.25%	1	1.12%	89
	Middle Grades	5	62.50%	3	37.50%	0	0.00%	0	0.00%	8
	Special Education	1	10.00%	7	70.00%	2	20.00%	0	0.00%	10
	Total	92	41.07%	120	53.57%	9	4.02%	3	1.34%	224
Standard 10.2	Content Endorsements	36	34.29%	57	54.29%	11	10.48%	1	0.95%	105
	Early Childhood	3	25.00%	6	50.00%	3	25.00%	0	0.00%	12
	Elementary	30	33.71%	51	57.30%	6	6.74%	2	2.25%	89
	Middle Grades	4	50.00%	3	37.50%	1	12.50%	0	0.00%	8
	Special Education	1	10.00%	7	70.00%	2	20.00%	0	0.00%	10
	Total	74	33.04%	124	55.36%	23	10.27%	3	1.34%	224