



2023 Nebraska First Year Teacher Survey: Summary Report

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Prepared by

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 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 2023. This year marks the ninth successful implementation of the survey, with the survey being sent to both principals and first-year teachers for the seventh time. Surveys were distributed to the principals of first-year teachers, and to the first-year teachers themselves, who completed their preparation programs at 15 preparation institutions in the state. The participating institutions are as follows:

1. Chadron State College
2. College of Saint Mary
3. Concordia University
4. Creighton University
5. Doane University
6. Hastings College
7. Midland University
8. Nebraska Wesleyan University
9. Peru State College
10. Union College
11. University of Nebraska at Kearney
12. University of Nebraska at Lincoln
13. University of Nebraska at Omaha
14. Wayne State College
15. York College

Evaluation indicators are based on the Council of Chief State School Officers (CCSSO) Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, which are recognized as indicators of teacher quality (https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf). For a list of indicators, please see Figure 1 in the Results section below.

Method

Similar to last year, the survey was developed using the Qualtrics survey software application and distributed electronically via email. Respondents were asked to rate the extent to which the first-year teacher was effectively prepared for their school assignment on various indicators. These indicators were based on the degree to which the teacher met the expectations: Advanced, Proficient, Developing, or Below Standard. All 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 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 2022-2023 school year and received their initial teaching endorsement during the 2021-2022 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 9th with subsequent email reminders sent on March 23rd, March 30st and April 3rd. The survey finally closed on April 7th, roughly 1 month after it was first sent out. Full details of the survey protocol consisting of the timeline and email messages can be found in the Appendix.

In total, 872 surveys were distributed to principals and 474 were returned, resulting in a response rate of 54.36%. This response rate represents a 6.77% decrease from that of last year's NFYTS administration. For teachers, 893 surveys were distributed and 413 were returned, resulting in a response rate of 46.25%. The response rate represents a significant 16.42% decrease from that of last year's NFYTS administration. The breakdown of response rates of both principals and teachers for each institution are shown in Tables 1 and 2. Note that since the preparation institutions varied in sizes, the number of responses also vastly differed from one institution to the next.

Table 1. Responses for each preparation institution (Principals)

	Preparation Institution	Responses (n)	Sample	Response Rate (%)
1	Chadron State College	29	40	72.50%
2	College of Saint Mary	15	24	62.50%
3	Concordia University	20	38	52.63%
4	Creighton University	8	13	61.54%
5	Doane University	17	37	45.95%
6	Hastings College	13	21	61.90%
7	Midland University	13	27	48.15%
8	Nebraska Wesleyan University	19	36	52.78%
9	Peru State College	14	21	66.67%
10	University of Nebraska at Kearney	84	156	53.85%
11	University of Nebraska at Lincoln	110	202	54.46%
12	University of Nebraska at Omaha	70	149	46.98%
13	Wayne State College	58	101	57.43%
14	Union College	1	3	33.33%
15	York College	3	4	75.00%
	Total	474	872	54.36%

Table 2. Responses for each preparation institution (Teachers)

	Preparation Institution	Responses (n)	Sample	Response Rate (%)
1	Chadron State College	23	40	57.50%
2	College of Saint Mary	7	22	31.82%
3	Concordia University	11	37	29.73%
4	Creighton University	1	12	8.33%
5	Doane University	15	38	39.47%
6	Hastings College	17	21	80.95%
7	Midland University	16	27	59.26%
8	Nebraska Wesleyan University	21	37	56.76%
9	Peru State College	11	23	47.83%
10	University of Nebraska at Kearney	76	173	43.93%
11	University of Nebraska at Lincoln	95	203	46.80%
12	University of Nebraska at Omaha	67	149	44.97%
13	Wayne State College	50	103	48.54%
14	Union College	1	3	33.33%
15	York College	2	5	40.00%
	Total	413	893	46.25%

Results

Descriptive Statistics

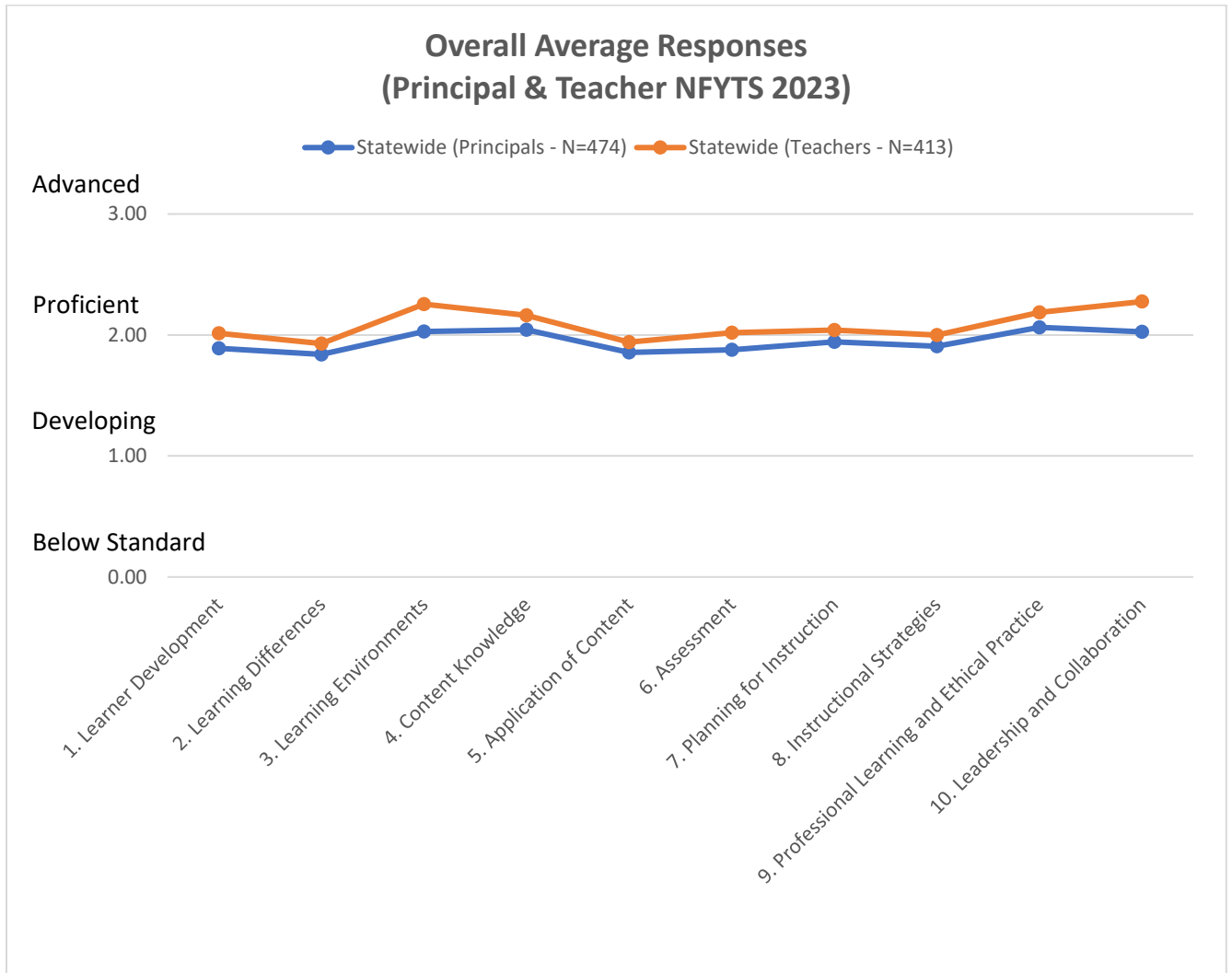
The survey results are displayed below in several figures. For the purpose of our analyses, the response options for both principals and teachers were given a numerical value (3=Advanced, 2=Proficient, 1=Developing, 0=Below Standard), summed by Standard Indicator category, and then averaged. Each preparation 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 - Uses knowledge of students and their development and adjusts teaching to facilitate student learning.</p> <p>Standard 1.2 - Builds on student strengths to facilitate learning.</p>
<p>Standard 2: Learning Differences</p> <p>Standard 2.1 - Can identify differentiation in student needs.</p> <p>Standard 2.2 - Responds to differentiation in student needs with individualized instruction and varied learning experiences.</p> <p>Standard 2.3 - Brings multiple perspectives and cultural resources to content and discussions.</p>
<p>Standard 3: Learning Environments</p> <p>Standard 3.1 - Promotes a positive classroom environment.</p> <p>Standard 3.2 - Uses and communicates clear task and behavioral expectations to support an environment of learning.</p>
<p>Standard 4: Content Knowledge</p> <p>Standard 4.1 - Uses and communicates content knowledge.</p> <p>Standard 4.2 - Uses academic vocabulary and grammar.</p> <p>Standard 4.3 - Provides opportunities for students to demonstrate their content knowledge.</p>
<p>Standard 5: Application of Content</p> <p>Standard 5.1 - Helps students link concepts and engage in critical thinking.</p> <p>Standard 5.2 - Engages students in the development of literacy and communication skills.</p>
<p>Standard 6: Assessment</p> <p>Standard 6.1 - Matches instructions and assessments to learning objectives</p> <p>Standard 6.2 - Uses formative and summative classroom assessments that facilitate learning</p> <p>Standard 6.3 - Amends instructional strategies and adapts interventions as needed</p> <p>Standard 6.4 - Provides differentiated instruction and assessments that positively impact learning</p>
<p>Standard 7: Planning for Instruction</p> <p>Standard 7.1 - Plans sequenced learning experiences and performance tasks linked to learning objectives</p> <p>Standard 7.2 - Plans and implement multiple ways for students to demonstrate their knowledge and skills.</p>
<p>Standard 8: Instructional Strategies</p> <p>Standard 8.1 - Incorporates digital tools and technologies into instruction</p> <p>Standard 8.2 - Uses evidence-based strategies to support critical thinking and content learning</p>

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

Figure 2. Statewide Average Responses



In Figure 2, the overall mean responses of teachers across 10 indicators fall between 1.84 and 2.28 (“Proficient”). While the principals’ overall mean responses are similar to teachers’ overall mean responses, teachers reported a slightly higher average score on all 10 indicators. 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 all 10 indicators. The teachers rated themselves slightly higher on all 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)

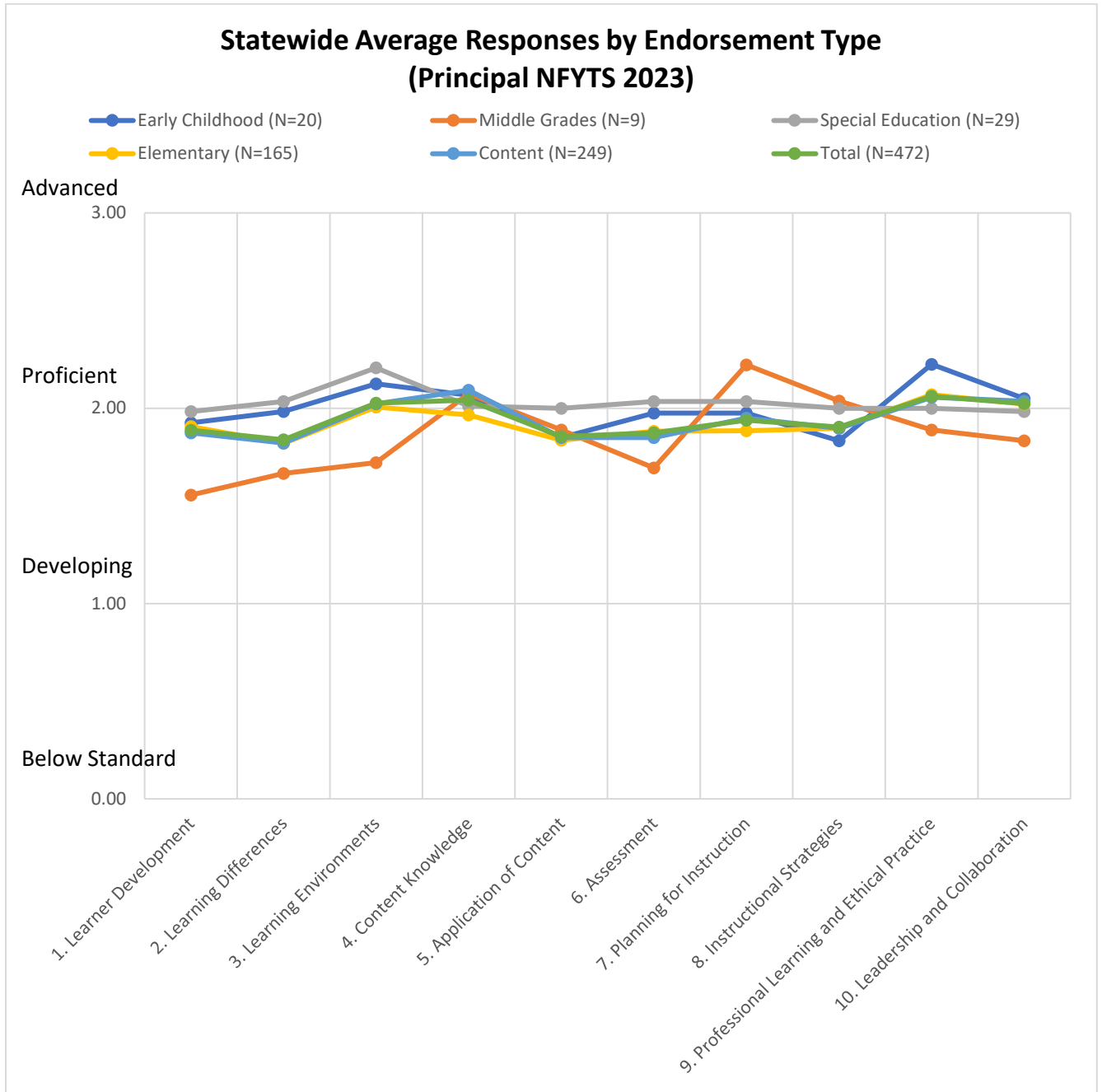


Figure 3 displays principals’ mean responses categorized into 5 endorsement types that correspond to the majority of the first-year teachers’ school assignments. First-year teachers endorsed in Middle Grade obtained the lowest ratings on 6 out of the 10 indicators. However, the small sample size of Middle Grade should not be neglected. On the other hand, teachers with endorsements in Special Education received the highest ratings on 5 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)

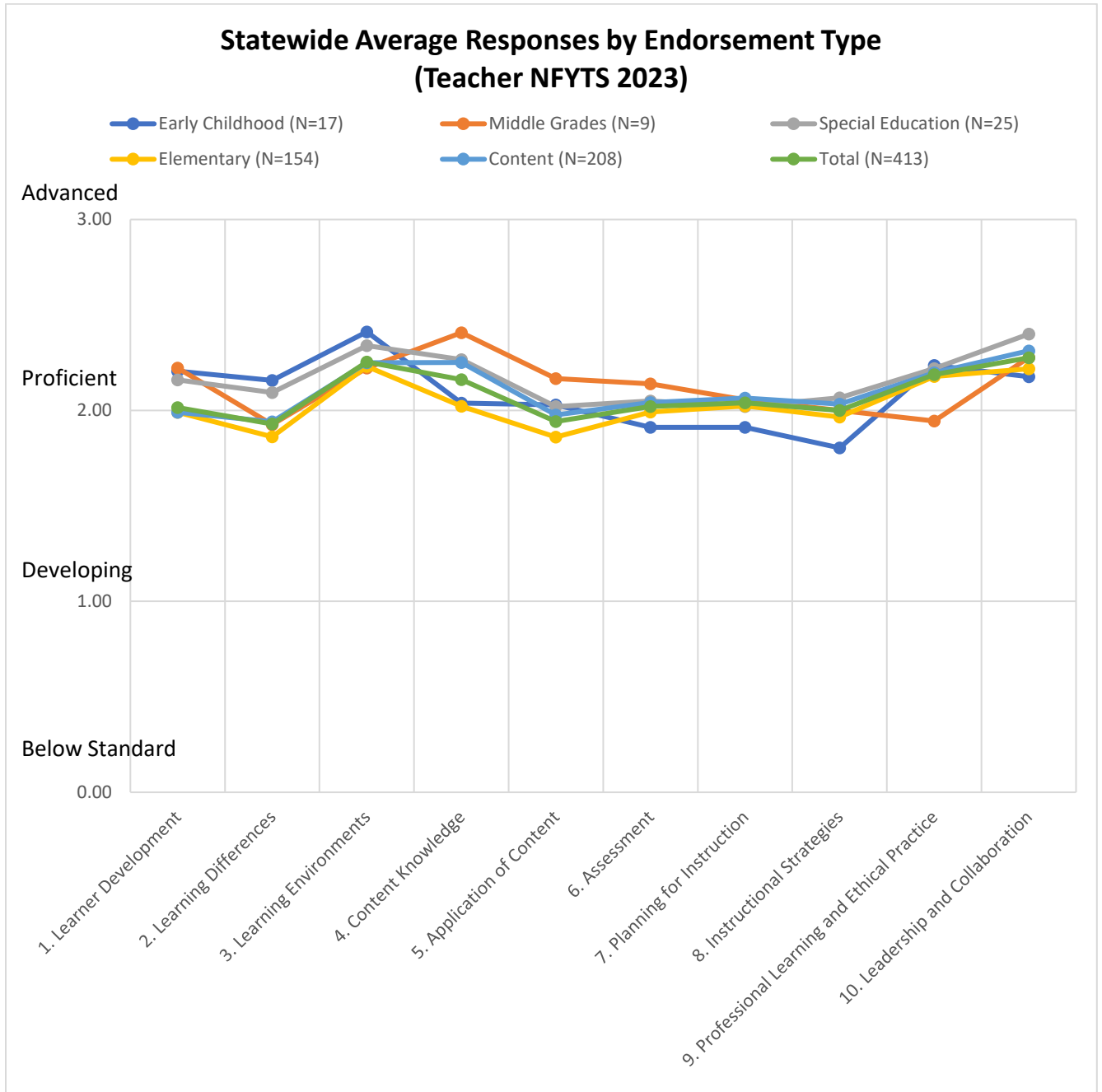


Figure 4 shows first-year teachers’ mean responses disaggregated by endorsement types that correspond to the majority of their school assignments. In contrast to ratings by principals, first-year teachers with endorsements for Middle Grade obtained the highest average ratings on 4 out of the 10 indicators. However, endorsement for Early Childhood and Elementary each received the lowest average ratings on 4 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. Average Responses by Preparation Institution (Principal)

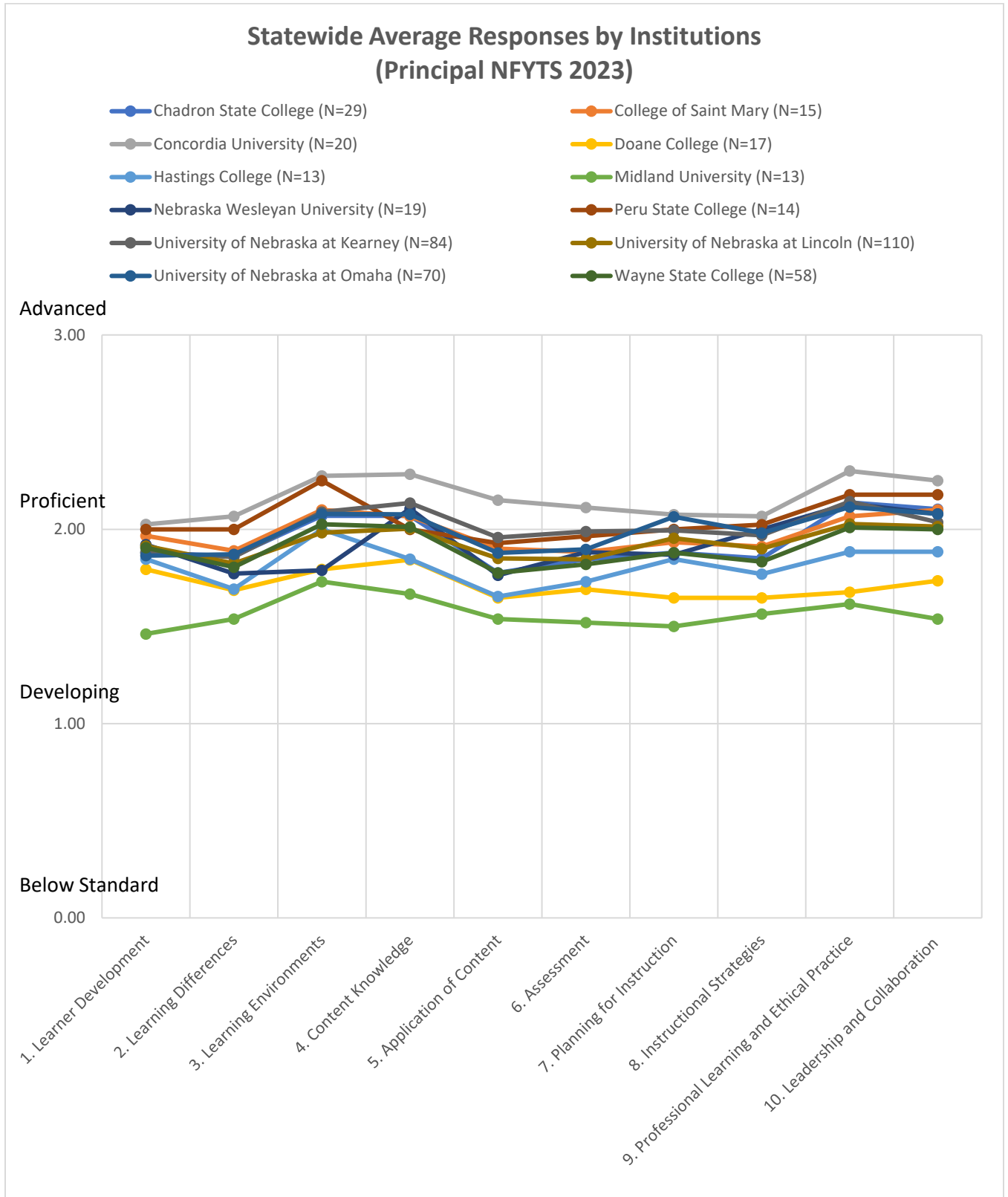


Figure 5 shows the average responses of principals categorized into their respective preparation institutions; most institutions showed a similar trend across all 10 indicators. Due to small sample sizes, colleges such as Creighton University (N=8), Union College (N=1), and York College (N=3) were removed from the graph. Of the remaining 12 institutions (with at least 10 respondents), Concordia University had the highest average ratings on all 10 indicators, while Midland University had the lowest average ratings on all 10 indicators. The variations in ratings were substantial among specific institutions; for instance, the disparity in each indicator ranged from 0.53 to 0.71 between Concordia University and Midland University. However, both institutions had a relatively small sample size.

Figure 6 displays the average responses of first-year teachers disaggregated by each preparation institution. College of Saint Mary (N=7), Creighton University (N=1), Union College (N=1), and York College (N=2) were removed due to their relatively small sample size. Of the remaining 11 institutions (with at least 10 respondents), Concordia University had the highest average ratings on 5 of the 10 indicators whereas Doane College had the lowest average ratings on 6 of the 10 indicators. However, both institutions had a relatively small sample size. Differences observed among all included institutions for each indicator ranged from 0.30 (Assessment) to 0.59 (Leadership and Collaboration). 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), on average, teachers tended to respond more positively for each indicator than principals.

Figure 6. Average Responses by Preparation Institution (Teachers)

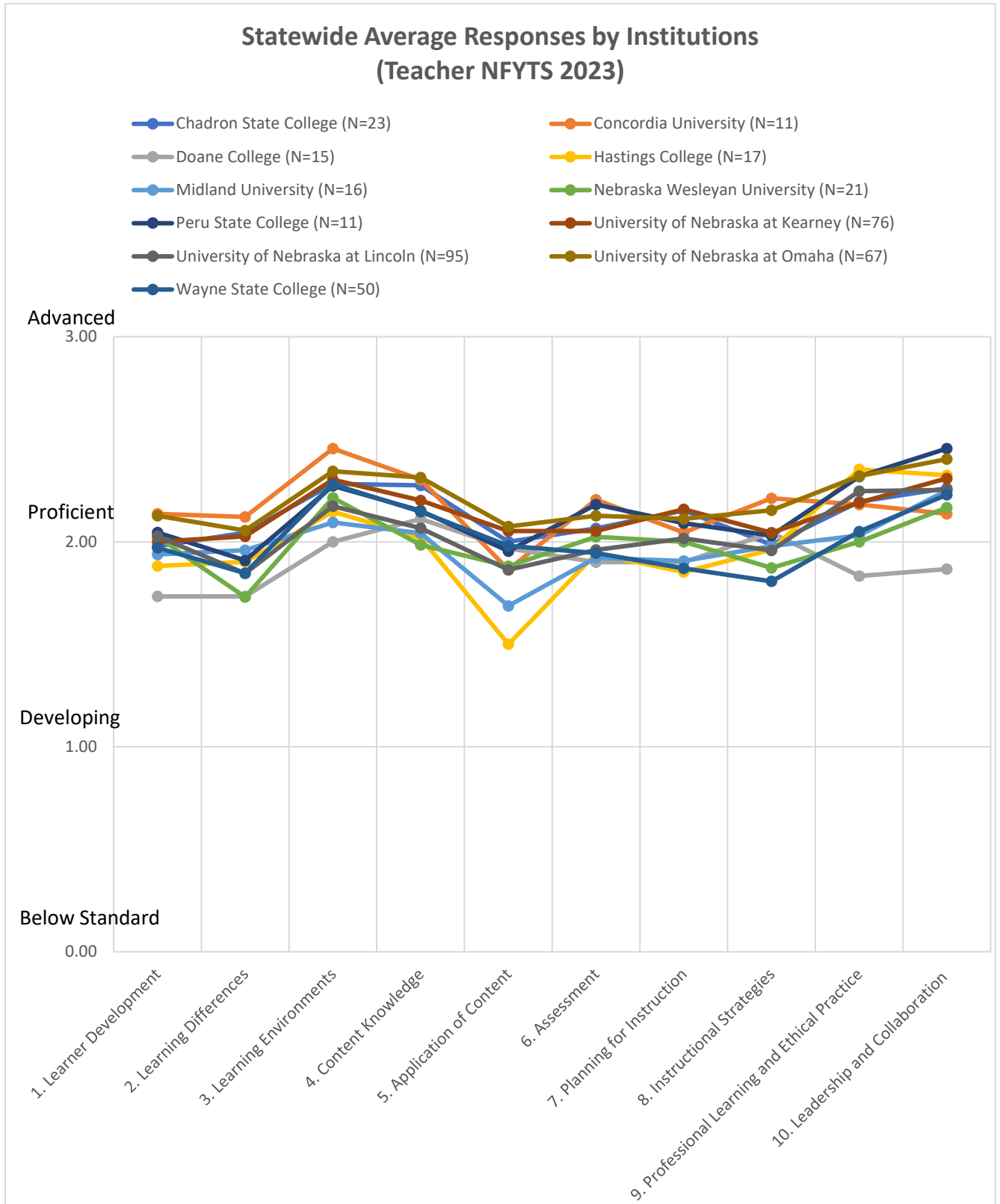


Figure 7. Responses to Question 11 (Principals)

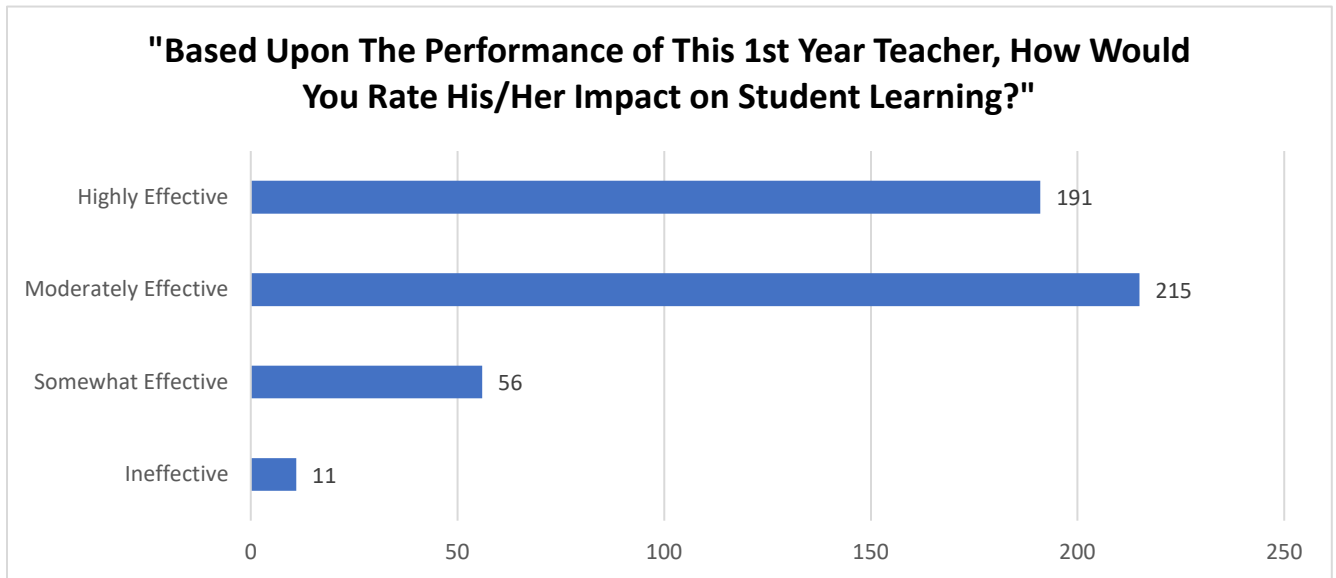
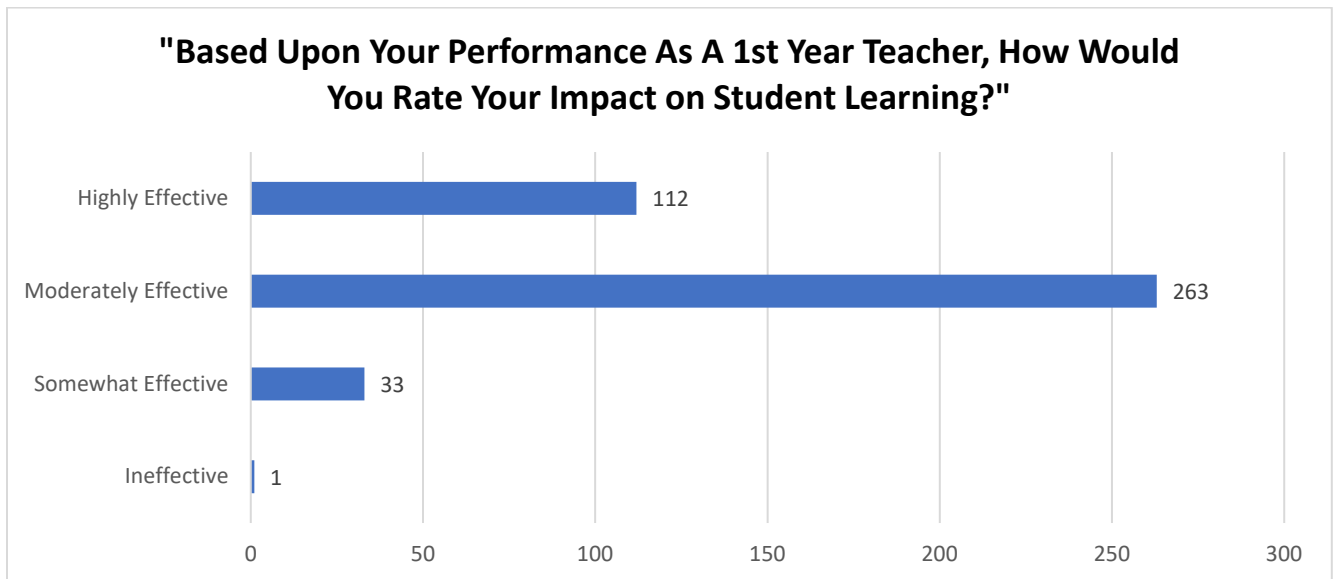


Figure 8. Responses to Question 11 (Teachers)



In Figure 7, principals were asked to evaluate first-year teachers' impact on student learning. About two-fifths (40.4%) of all principals thought the teachers were highly effective, and 45.4% of them rated them as moderately effective. In Figure 8, first-year teachers were asked to give a self-evaluation on student learning. Comparatively, 64.3% of all first-year teachers considered their impact as moderately effective, and 27.4% of them rated themselves as highly effective teachers.

Figure 9. Responses to Question 12 (Principals)

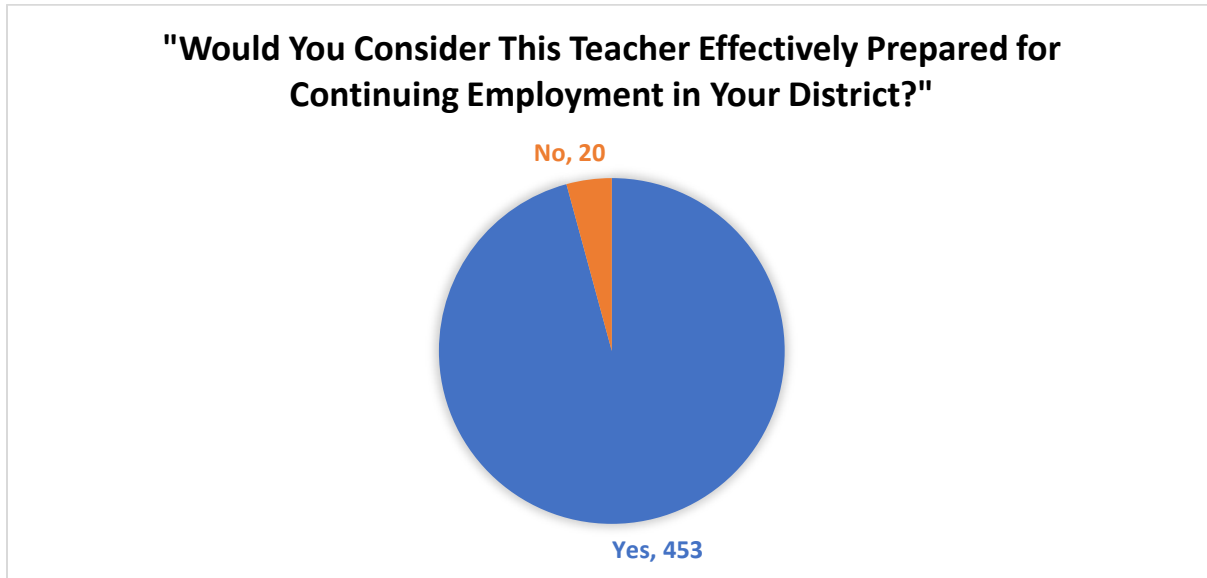


Figure 10. Responses to Question 12 (Teachers)

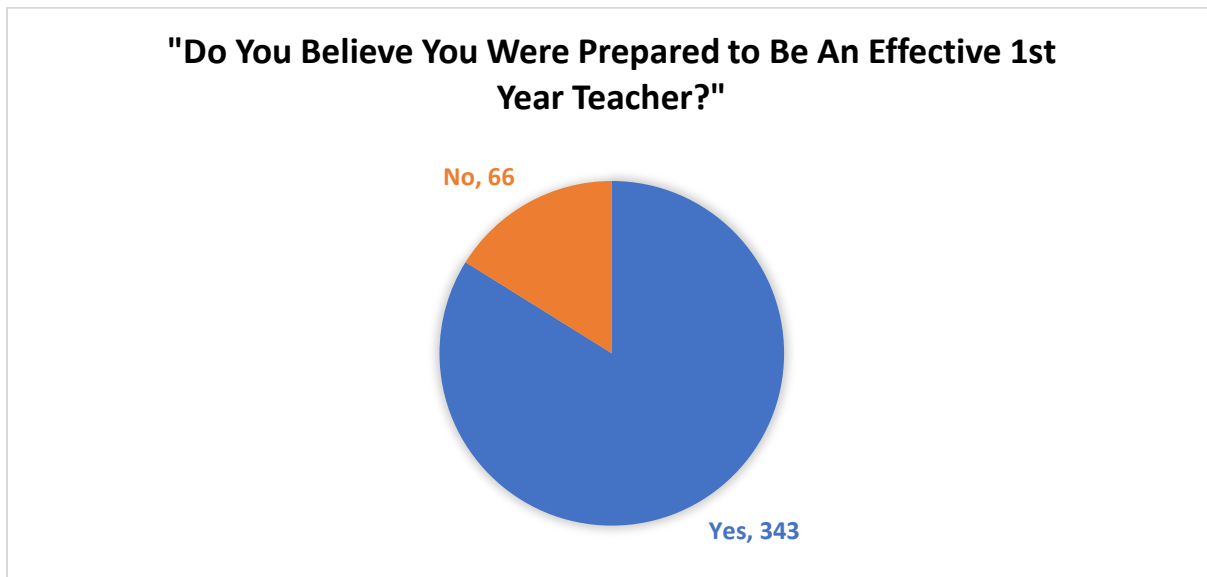


Figure 9 indicates principals' responses to the question "Would you consider this teacher effectively prepared for continuing employment in your district?", 95.8% of all principals responded "Yes". The results of first-year teachers rating themselves as effectively prepared teachers are shown in Figure 10, and 83.9% 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 SPSS.

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	0.73	0.72	1.00							
4	0.73	0.72	0.65	1.00						
5	0.72	0.79	<u>0.64</u>	0.78	1.00					
6	0.79	0.81	0.70	0.77	0.78	1.00				
7	0.72	0.74	0.67	0.76	0.77	0.80	1.00			
8	0.76	0.78	0.73	0.76	0.79	0.82	0.82	1.00		
9	0.70	0.67	0.67	0.69	0.65	0.67	0.66	0.68	1.00	
10	0.72	0.68	0.70	0.69	0.66	0.68	0.64	0.71	0.80	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 0.60. 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 0.82 (bolded in Table 3): Indicator 7 (Planning for Instructions) and Indicator 8 (Instructional Strategies). The lowest correlation coefficient (underlined in Table 3) was between Indicator 3 (Learning Environments) and Indicator 5 (Application of Content).

Table 4. Correlation Coefficients between Indicators (Teachers)

Indicator	1	2	3	4	5	6	7	8	9	10
1	1.00									
2	0.65	1.00								
3	0.53	0.50	1.00							
4	0.53	0.53	0.49	1.00						
5	0.61	0.62	0.53	0.67	1.00					
6	0.59	0.65	0.52	0.63	0.66	1.00				
7	0.52	0.56	<u>0.45</u>	0.56	0.61	0.67	1.00			
8	0.54	0.60	0.60	0.61	0.64	0.68	0.65	1.00		
9	0.52	0.53	0.50	0.47	0.49	0.61	0.49	0.55	1.00	
10	0.49	0.47	0.57	0.56	0.48	0.54	0.50	0.55	0.61	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 slightly lower; values are between 0.45 and 0.68. The highest positive linear relationships within the indicators, with correlation coefficients of 0.68 (bolded in Table 4) are Indicator 6 (Assessment) and Indicator 8 (Instructional Strategies). The lowest correlation coefficient (underlined in Table 4) was between Indicator 3 (Learning Environments) and Indicator 7 (Planning for Instruction).

Conclusions

The 2023 Nebraska First Year Teacher Survey is the seventh 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.

This year, we have witnessed a noticeable decrease in the response rate from both populations compared to those of the previous administration. The response rate of principals' submission is 54.36%. The response rate of first-year teachers is 46.25%.

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.

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

1st Year		
DATE	ACTIVITY	COMMENTS
Feb 22, 2023	Initial Email List	Max Reiner to send Kelly Heineke at EPPA (Educator Preparation Program Approval) and DRE (Data, Research and Evaluation) email list
Feb 27, 2023	Final Email List	Kelly Heineke and DRE to prepare final email list
March 3, 2023	Pre-notice to HR/Institutions	Kelly Heineke to send pre-notice to HR/Institutional Research staff
March 3, 2023	Pre-notice	DRE to send pre-notice to principals and teachers
March 9, 2023	Email Invitation	DRE to send invitation to principals and teachers
March 9, 2023	Notice to Institutions	Kelly Heineke to enlist help from institutions in reaching out to teachers and principals
Every Thurs, March 15 – April 6, 2022	Bulletin Announcement	NDE Helpdesk to include NFYTS announcement on weekly bulletin
March 23, 2023	Non-respondent List Preparation	DRE to send non-respondent lists to Kelly Heineke
March 23, 2023	Information for Preparation Institutions	Kelly Heineke to send non-respondent lists to institutions
March 23, 2023	1st Email Reminder	DRE to send reminder to non-respondents
March 30, 2023	2nd Email Reminder	DRE to send reminder to non-respondents
April 3, 2023	Final Email Reminder	Kelly Heineke sends email to Institutions to send final reminder to non-respondents
April 7, 2023	Closure	DRE to close the NFYTS



Pre-notice to HR/Institutional Research Staff

Date: March 3, 2023

To: [Human Resource and Institutional Research Contacts]

Subject: Announcement of the 2021 Nebraska 1st Year Teacher Survey

Attachment: 2022-23 Nebraska 1st Year Teacher Survey.pdf

Good morning,

We are once again scheduled to distribute the 2023 Nebraska 1st Year Teacher Survey, now in its fifth year of statewide distribution. We were extremely pleased with the approximately 61.13% response rate for principals and 62.67% 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 March 9, 2023 to principals and 1st 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 1st year teachers to complete the survey in the past. NDE will again appreciate your kind and continuous support this year to garner a high response rate from both principals and 1st year teachers. The institutions, as always, are anxious and excited to receive the information to support their continuing improvement efforts.

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

Sincerely,

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

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



Pre-notice to Principals

Date: March 3, 2023

To: [Principal_Email]

Subject: Announcement of the 2022-23 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 2022-23 Nebraska 1st Year Teacher Survey which will be sent via email to you on March 9, 2023. This survey will be sent to principals who have new-to-the-profession teachers who are completing their 1st full year of teaching in 2022-2023. These teachers will have obtained a regular initial teaching certificate during the 2021-2022 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.

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 6, 2023** at nde.research@nebraska.gov. This will allow us to direct the actual survey, which will be sent on **March 9, 2023** 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 2022-23 Nebraska 1st Year Teacher Survey. That version of the survey is intended to gather 1st year teacher perceptions regarding the extent to which they believe they were effectively prepared for teaching in the school system.

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

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

Sincerely,

A handwritten signature in blue ink, appearing to be "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



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



Pre-notice to Teachers

Date: March 3, 2023

To: [Teacher_Email]

Subject: Announcement of the 2022-23 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 2022-23 Nebraska 1st Year Teacher Survey which will be sent via email to you on March 9, 2023. Our records indicate that you completed a teacher preparation program at a Nebraska institution and are completing your 1st full year of teaching in 2022-2023. This survey will specifically be directed to 1st year teachers who obtained a regular initial teaching certificate during the 2021-2022 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 6, 2023** at nde.research@nebraska.gov. This will allow us to direct the actual survey, which will be sent on **March 9, 2023** 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 2022-23 Nebraska 1st Year Teacher Survey. That version of the survey is intended to obtain administrator perceptions regarding the effectiveness of the teacher preparation institution in preparing 1st year teachers to be classroom-ready.

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

Sincerely,

A handwritten signature in blue ink, appearing to read "Kelly Heineke", 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: March 9, 2023

To: [Principal_Email]

Subject: 2023 Nebraska 1st Year Teacher Survey

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

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

NDE is requesting your participation in the 2022-23 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 2022-2023 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.

Please complete the survey, which we anticipate will take approximately 10 minutes, for the following 1st year teacher:

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

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

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

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

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

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

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

Thank you for your time and assistance in completing the 2022-23 Nebraska 1st Year Teacher Survey. The survey will close on **April 7 2023, 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,

Kelly Heineke



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



Email Invitation to Teachers

Date: March 9, 2023

To: [Teacher_Email]

Subject: 2022-23 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 2022-2023 on a regular initial teaching certificate, NDE is requesting your participation in the 2022-23 Nebraska 1st Year Teacher survey, for which you should have received an advance notice email on March 3, 2023. The survey is designed to gather your input regarding **the extent to which you believe you were effectively prepared for teaching in the school system**. Note that public reports will only use aggregated data and will not identify individual teachers. Information gained from the survey will provide invaluable help to NDE and the respective teacher preparation institutions for their continuous improvement efforts related to preparing effective educators for Nebraska schools.

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

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

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

Thank you for your time and assistance in completing the 2022-23 Nebraska 1st Year Teacher Survey. The survey will close on **April 7, 2023, 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



Notice to Institutions

Date: March 9, 2023

To: [Institution Contacts]

Subject: 2022-23 Nebraska 1st Year Teacher Survey Released Today

Attachments: PrincipalInvite.pdf, TeacherInvite.pdf

Good morning,

I wanted to let you know that the survey for Nebraska 1st year teachers prepared by Nebraska institutions was sent today. Please note that this year, we are requesting both principals and 1st year teachers themselves to fill out the survey. Attached are the texts of the survey invitation that was sent via email to principals and 1st year teachers.

We hope that, as in previous years, you are able to help us send the final reminder to principals/administrators and 1st year teachers (associated with your institution) on or about April 3, 2023. 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 April 3, 2023.

As always, THANK YOU for your continued support.

Sincerely,

A handwritten signature in blue ink, appearing to be "KH", followed by a horizontal line.

Kelly Heineke

Director Educator Preparation Program Approval

Office of Accountability, Accreditation, & Program Approval

kelly.heineke@nebraska.gov



Bulletin Announcement

Date: Every Thursday, March 15 – April 6, 2023

To: [NDE Bulletin Recipients]

Subject: 2023 Nebraska 1st Year Teacher Survey

Contact: nde.research@nebraska.gov

Nebraska 1st year teachers who completed their teacher preparation program at a Nebraska institution, and school principals of these 1st year teachers, were sent an email invitation on March 16, 2023 to complete the 2022-23 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 7, 2023**.



Email Reminder to Principals

Date: March 23, 2023 and March 30, 2023

To: [Principal_Email]

Subject: Reminder: 2022-23 Nebraska 1st Year Teacher Survey

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

On March 16, we sent you an email invitation to participate in the 2022-23 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 7, 2023.**

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

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

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

Sincerely,

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

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



Email Reminder to Teachers

Date: March 23, 2023 and March 30, 2023

To: [Teacher_Email]

Subject: Reminder: 2022-23 Nebraska 1st Year Teacher Survey

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

On March 16, we sent you an email invitation to participate in the 2022-23 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 7, 2023.**

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

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

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

Sincerely,

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

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



Help Request: Final Email Reminder

Date: April 3, 2023

To: [Institution Contacts]

Subject: Reminder Help: 2022-23 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 2022-23 Nebraska 1st Year Teacher Survey as of April 3, 2023. 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 TKTK 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 **Monday, April 3, 2023:**

Subject: Final Reminder: 2022-23 Nebraska 1st Year Teacher Survey

Greetings!

On March 9, 2023, you received a request from the Nebraska Department of Education (NDE) to participate in the 2022-23 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 7, 2023.**

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 nde.research@nebraska.gov on March 9, 2023, please send an email to nde.research@nebraska.gov and it will be resent to you.

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

Sincerely,



A handwritten signature in blue ink, appearing to read "Kelly Heineke". The signature is written in a cursive style and is positioned above the printed name.

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	1.8987	1.9927
Standard 1.2	1.8819	2.0363
Standard 2.1	1.8418	1.9806
Standard 2.2	1.7869	1.8184
Standard 2.3	1.8903	1.9879
Standard 3.1	2.1350	2.4383
Standard 3.2	1.9241	2.0702
Standard 4.1	2.0380	2.1598
Standard 4.2	2.0549	2.1501
Standard 4.3	2.0380	2.1743
Standard 5.1	1.8143	1.9080
Standard 5.2	1.8987	1.9758
Standard 6.1	1.9473	2.0775
Standard 6.2	1.9093	2.1186
Standard 6.3	1.8228	1.9370
Standard 6.4	1.8312	1.9467
Standard 7.1	1.9810	2.0678
Standard 7.2	1.9051	2.0121
Standard 8.1	1.9916	2.0145
Standard 8.2	1.8565	1.9879
Standard 8.3	1.8734	1.9976
Standard 9.1	2.1160	2.2688
Standard 9.2	2.0105	2.1065
Standard 10.1	2.0738	2.3608
Standard 10.2	1.9789	2.1913

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

Indicator	t-value (p-value)
1. Learner Development	-3.068 (0.002)
2. Learning Differences	-2.180 (0.03)
3. Learning Environments	-5.144 (0.000)
4. Content Knowledge	-3.182 (0.002)
5. Application of Content	-2.000 (0.046)
6. Assessment	-3.620 (0.000)
7. Planning for Instruction	-2.266 (0.024)
8. Instructional Strategies	-2.356 (0.019)
9. Professional Learning and Ethical Practice	-2.990 (0.003)
10. Leadership and Collaboration	-5.841 (0.000)

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	0.82	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	0.81	1.00	
Standard 2.3	0.68	0.70	1.00

Indicator 3. Learning Environments (Principals)

Correlation Coefficient	Standard 3.1	Standard 3.2
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	0.85	1.00	
Standard 4.3	0.76	0.77	1.00

Indicator 5. Application of Content (Principals)

Correlation Coefficient	Standard 5.1	Standard 5.2
Standard 5.1	1.00	
Standard 5.2	0.81	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	0.82	1.00		
Standard 6.3	0.72	0.76	1.00	
Standard 6.4	0.72	0.76	0.81	1.00

Indicator 7. Planning for Instruction (Principals)

Correlation Coefficient	Standard 7.1	Standard 7.1
Standard 7.1	1.00	
Standard 7.2	0.82	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	0.66	1.00	
Standard 8.3	0.61	0.75	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 Coefficient	Standard 10.1	Standard 10.2
Standard 10.1	1.00	
Standard 10.2	0.83	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	0.70	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	0.69	1.00	
Standard 2.3	0.44	0.43	1.00

Indicator 3. Learning Environments (Teachers)

Correlation Coefficient	Standard 3.1	Standard 3.2
Standard 3.1	1.00	
Standard 3.2	0.57	1.00

Indicator 4. Content Knowledge (Teachers)

Correlation Coefficient	Standard 4.1	Standard 4.2	Standard 4.3
Standard 4.1	1.00		
Standard 4.2	0.73	1.00	
Standard 4.3	0.61	0.61	1.00

Indicator 5. Application of Content (Teachers)

Correlation Coefficient	Standard 5.1	Standard 5.2
Standard 5.1	1.00	
Standard 5.2	0.76	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	0.73	1.00		
Standard 6.3	0.54	0.55	1.00	
Standard 6.4	0.45	0.53	0.72	1.00

Indicator 7. Planning for Instruction (Teachers)

Correlation Coefficient	Standard 7.1	Standard 7.2
Standard 7.1	1.00	
Standard 7.2	0.78	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	0.56	1.00	
Standard 8.3	0.47	0.62	1.00

Indicator 9. Professional Learning and Ethical Practice (Teachers)

Correlation Coefficient	Standard 9.1	Standard 9.2
Standard 9.1	1.00	
Standard 9.2	0.65	1.00

Indicator 10. Leadership and Collaboration (Teachers)

Correlation Coefficient	Standard 10.1	Standard 10.2
Standard 10.1	1.00	
Standard 10.2	0.70	1.00

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

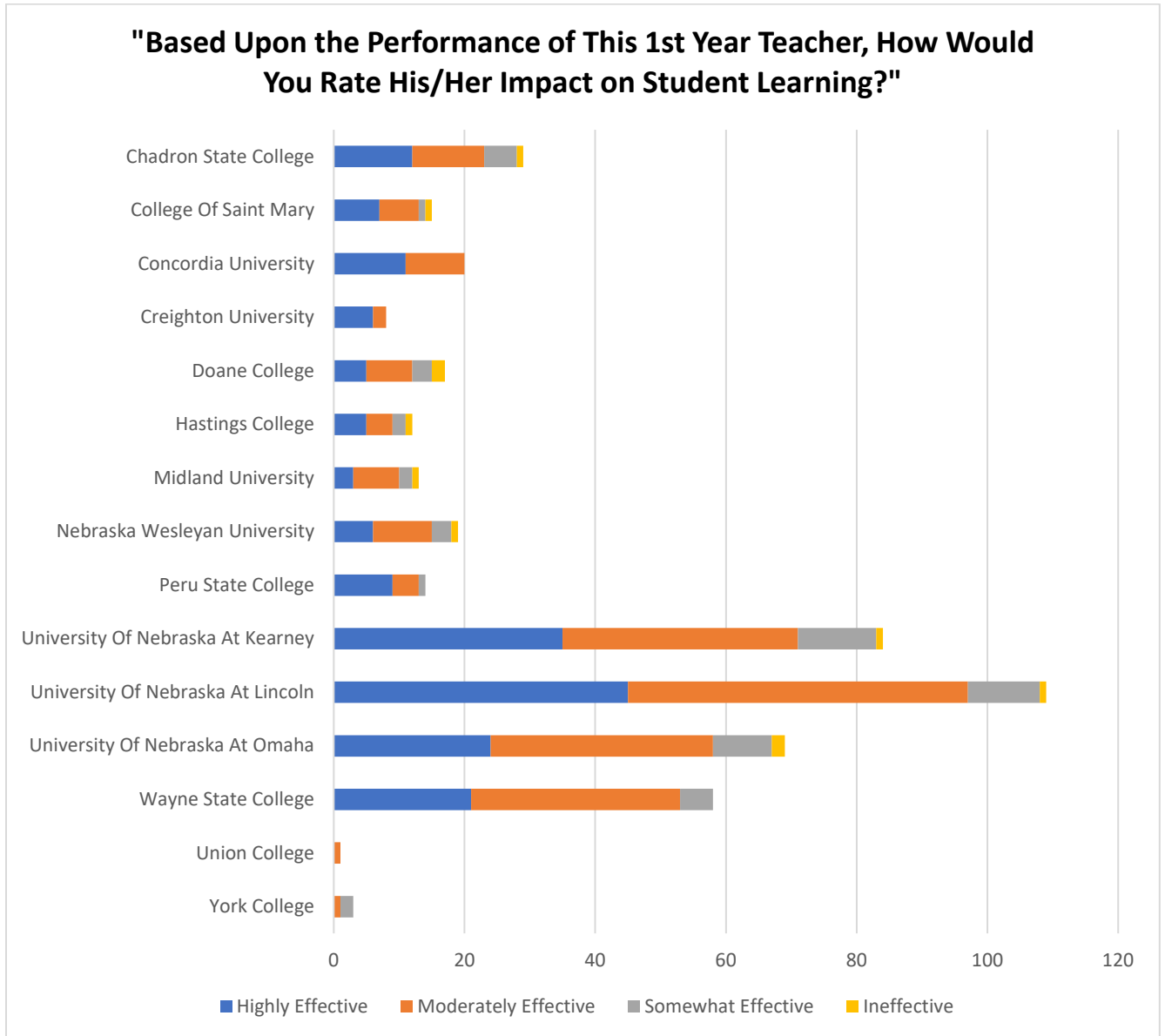


Figure 12. Responses to Question 12 by Preparation Institution (Principals)

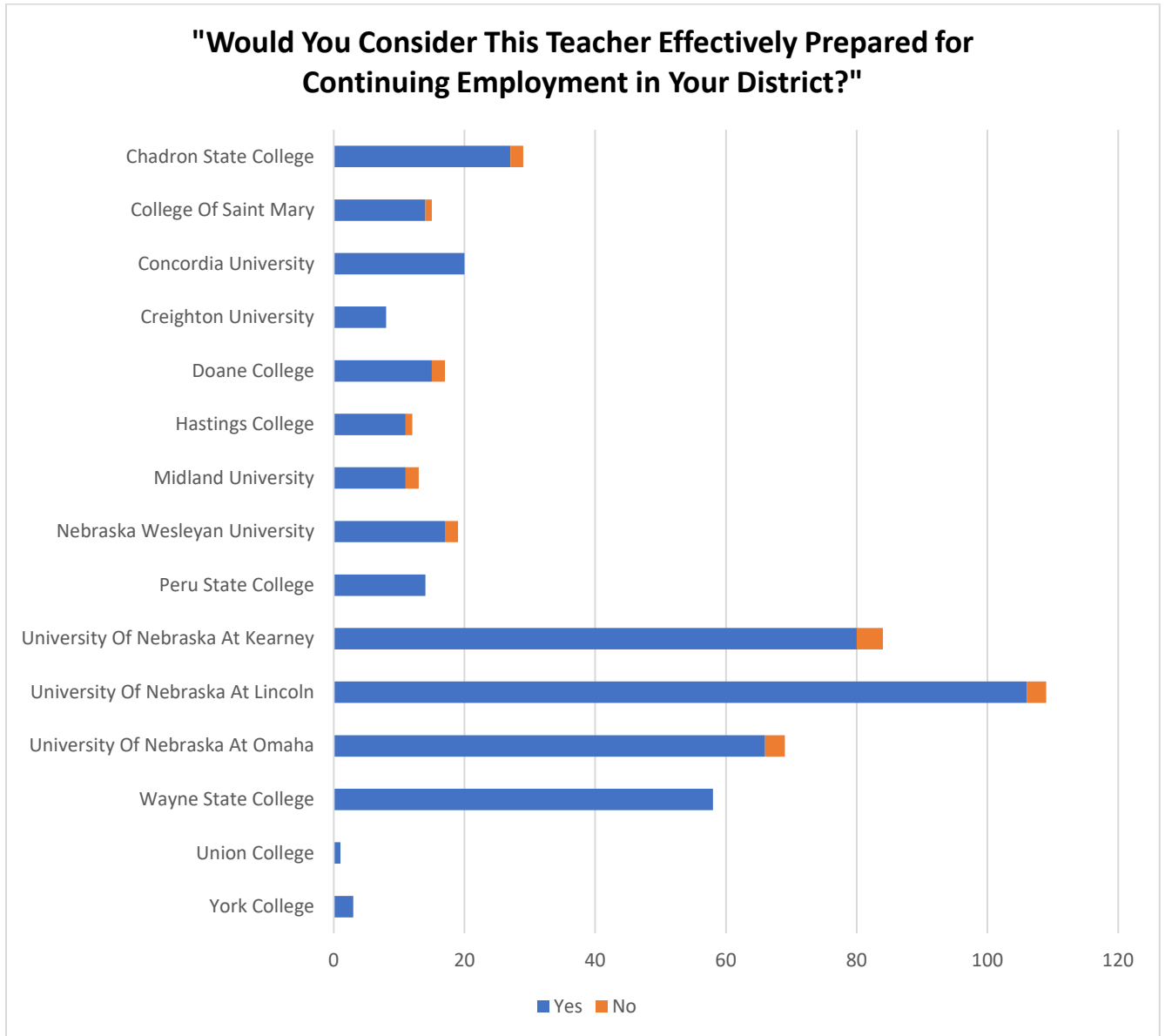


Figure 13. Responses to Question 12 by Preparation Institution (Teachers)

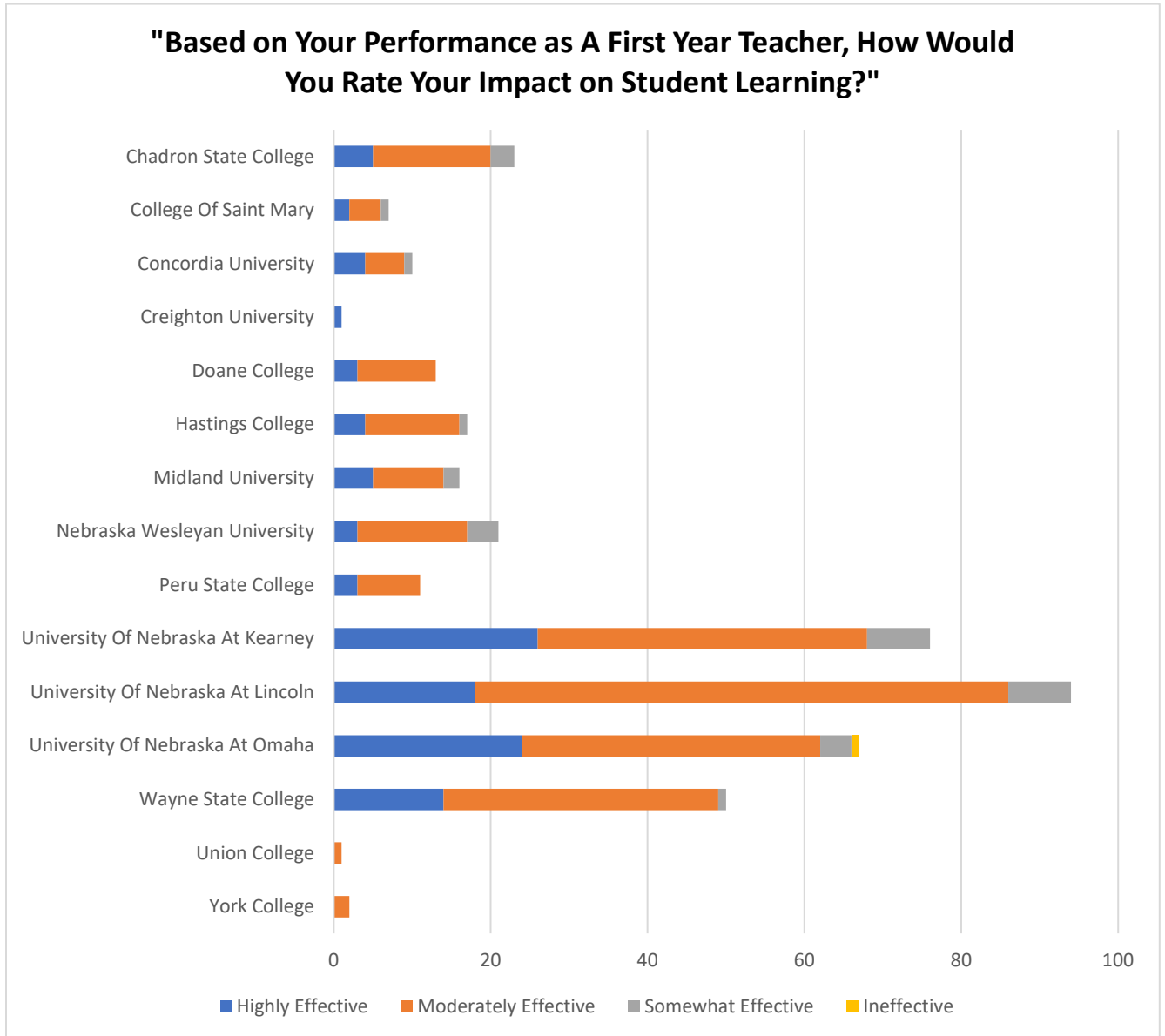


Figure 14. Responses to Question 12 by Preparation Institution (Teachers)

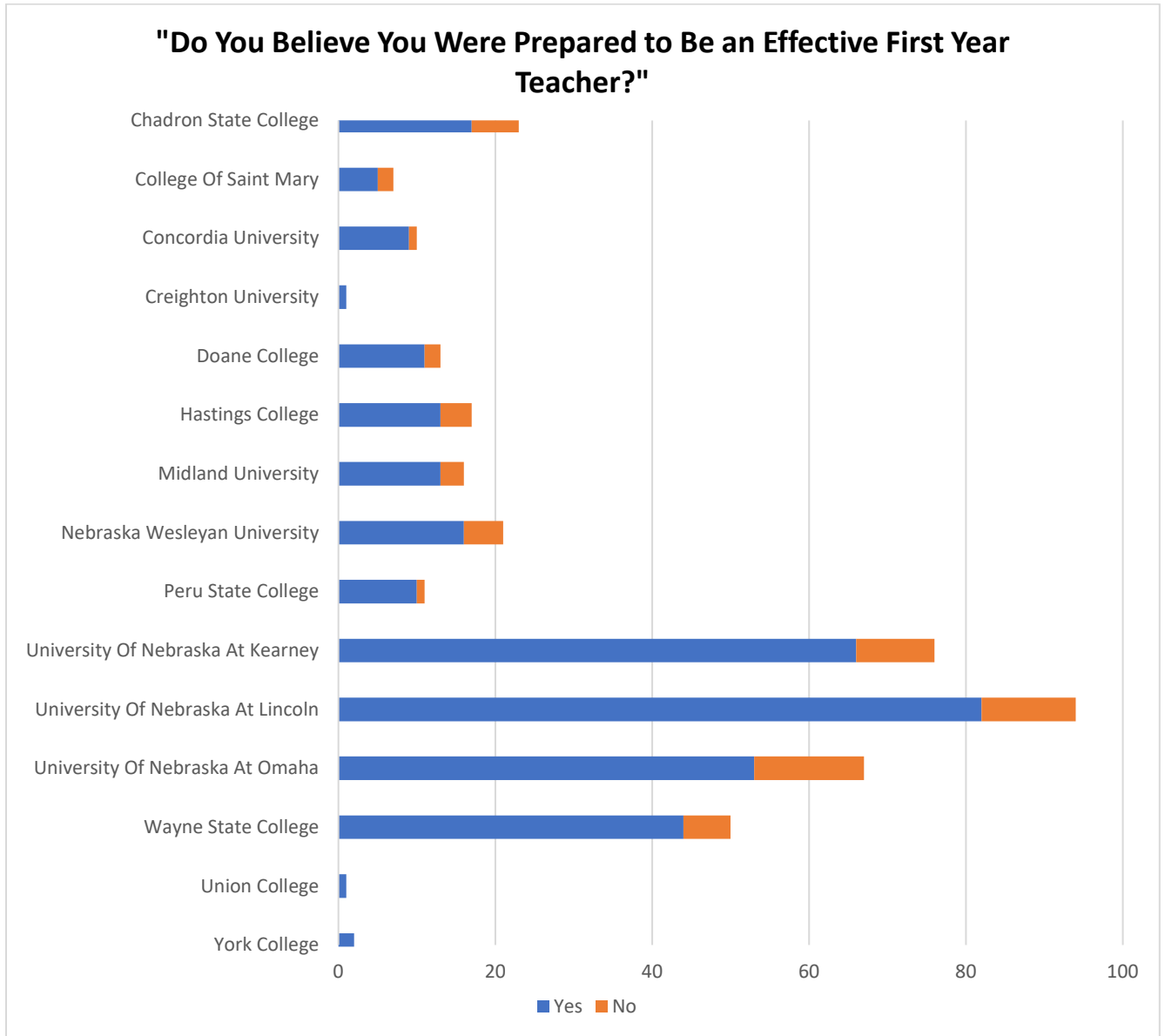


Figure 15. Survey Responses by Endorsement Type (Principals)

STATEWIDE (PRINCIPALS NFYTS 2023)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
Standard 1.1	Content Endorsements	32	12.9%	160	64.3%	55	22.1%	2	0.8%	249
	Early Childhood	3	15.0%	12	60.0%	5	25.0%	0	0.0%	20
	Elementary	25	15.2%	103	62.4%	34	20.6%	3	1.8%	165
	Middle Grades	1	11.1%	4	44.4%	3	33.3%	1	11.1%	9
	Special Education	4	13.8%	20	69.0%	5	17.2%	0	0.0%	29
	Total	65	13.8%	299	63.3%	102	21.6%	6	1.3%	472
Standard 1.2	Content Endorsements	35	14.1%	148	59.4%	61	24.5%	5	2.0%	249
	Early Childhood	3	15.0%	13	65.0%	4	20.0%	0	0.0%	20
	Elementary	30	18.2%	94	57.0%	36	21.8%	5	3.0%	165
	Middle Grades	1	11.1%	4	44.4%	3	33.3%	1	11.1%	9
	Special Education	5	17.2%	19	65.5%	5	17.2%	0	0.0%	29
	Total	74	15.7%	278	58.9%	109	23.1%	11	2.3%	472
Standard 2.1	Content Endorsements	31	12.4%	137	55.0%	78	31.3%	3	1.2%	249
	Early Childhood	5	25.0%	12	60.0%	3	15.0%	0	0.0%	20
	Elementary	31	18.8%	85	51.5%	44	26.7%	5	3.0%	165
	Middle Grades	1	11.1%	4	44.4%	4	44.4%	0	0.0%	9
	Special Education	6	20.7%	18	62.1%	5	17.2%	0	0.0%	29
	Total	74	15.7%	256	54.2%	134	28.4%	8	1.7%	472
Standard 2.2	Content Endorsements	31	12.4%	133	53.4%	81	32.5%	4	1.6%	249
	Early Childhood	4	20.0%	10	50.0%	6	30.0%	0	0.0%	20
	Elementary	28	17.0%	77	46.7%	54	32.7%	6	3.6%	165
	Middle Grades	1	11.1%	3	33.3%	4	44.4%	1	11.1%	9
	Special Education	7	24.1%	17	58.6%	5	17.2%	0	0.0%	29
	Total	71	15.0%	240	50.8%	150	31.8%	11	2.3%	472
Standard 2.3	Content Endorsements	38	15.3%	152	61.0%	58	23.3%	1	0.4%	249
	Early Childhood	4	20.0%	11	55.0%	5	25.0%	0	0.0%	20
	Elementary	24	14.5%	94	57.0%	42	25.5%	5	3.0%	165
	Middle Grades	1	11.1%	6	66.7%	2	22.2%	0	0.0%	9
	Special Education	5	17.2%	19	65.5%	5	17.2%	0	0.0%	29
	Total	72	15.3%	282	59.7%	112	23.7%	6	1.3%	472

STATEWIDE (PRINCIPALS NFYTS 2023)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
Standard 3.1	Content Endorsements	74	29.7%	138	55.4%	32	12.9%	5	2.0%	249
	Early Childhood	7	35.0%	12	60.0%	1	5.0%	0	0.0%	20
	Elementary	55	33.3%	79	47.9%	27	16.4%	4	2.4%	165
	Middle Grades	1	11.1%	5	55.6%	2	22.2%	1	11.1%	9
	Special Education	9	31.0%	18	62.1%	2	6.9%	0	0.0%	29
	Total	146	30.9%	252	53.4%	64	13.6%	10	2.1%	472
Standard 3.2	Content Endorsements	54	21.7%	128	51.4%	59	23.7%	8	3.2%	249
	Early Childhood	3	15.0%	13	65.0%	4	20.0%	0	0.0%	20
	Elementary	41	24.8%	76	46.1%	37	22.4%	11	6.7%	165
	Middle Grades	2	22.2%	4	44.4%	2	22.2%	1	11.1%	9
	Special Education	7	24.1%	20	69.0%	2	6.9%	0	0.0%	29
	Total	107	22.7%	241	51.1%	104	22.0%	20	4.2%	472
Standard 4.1	Content Endorsements	54	21.7%	166	66.7%	28	11.2%	1	0.4%	249
	Early Childhood	2	10.0%	17	85.0%	1	5.0%	0	0.0%	20
	Elementary	20	12.1%	115	69.7%	29	17.6%	1	0.6%	165
	Middle Grades	3	33.3%	5	55.6%	1	11.1%	0	0.0%	9
	Special Education	5	17.2%	20	69.0%	4	13.8%	0	0.0%	29
	Total	84	17.8%	323	68.4%	63	13.3%	2	0.4%	472
Standard 4.2	Content Endorsements	54	21.7%	168	67.5%	25	10.0%	2	0.8%	249
	Early Childhood	2	10.0%	17	85.0%	1	5.0%	0	0.0%	20
	Elementary	22	13.3%	120	72.7%	22	13.3%	1	0.6%	165
	Middle Grades	3	33.3%	3	33.3%	3	33.3%	0	0.0%	9
	Special Education	5	17.2%	20	69.0%	4	13.8%	0	0.0%	29
	Total	86	18.2%	328	69.5%	55	11.7%	3	0.6%	472
Standard 4.3	Content Endorsements	56	22.5%	159	63.9%	32	12.9%	2	0.8%	249
	Early Childhood	3	15.0%	16	80.0%	1	5.0%	0	0.0%	20
	Elementary	25	15.2%	112	67.9%	27	16.4%	1	0.6%	165
	Middle Grades	3	33.3%	4	44.4%	1	11.1%	1	11.1%	9
	Special Education	4	13.8%	20	69.0%	5	17.2%	0	0.0%	29
	Total	91	19.3%	311	65.9%	66	14.0%	4	0.8%	472
Standard 5.1	Content Endorsements	38	15.3%	131	52.6%	131	30.5%	76	1.6%	249

STATEWIDE (PRINCIPALS NFYTS 2023)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Early Childhood	2	10.0%	12	60.0%	12	30.0%	6	0.0%	20
	Elementary	19	11.5%	92	55.8%	92	30.9%	51	1.8%	165
	Middle Grades	2	22.2%	5	55.6%	5	11.1%	1	11.1%	9
	Special Education	5	17.2%	19	65.5%	19	17.2%	5	0.0%	29
	Total	66	14.0%	259	54.9%	259	29.4%	139	1.7%	472
Standard 5.2	Content Endorsements	36	14.5%	151	60.6%	59	23.7%	3	1.2%	249
	Early Childhood	3	15.0%	12	60.0%	5	25.0%	0	0.0%	20
	Elementary	25	15.2%	102	61.8%	35	21.2%	3	1.8%	165
	Middle Grades	2	22.2%	5	55.6%	1	11.1%	1	11.1%	9
	Special Education	6	20.7%	17	58.6%	6	20.7%	0	0.0%	29
	Total	72	15.3%	287	60.8%	106	22.5%	7	1.5%	472
Standard 6.1	Content Endorsements	38	15.3%	158	63.5%	50	20.1%	3	1.2%	249
	Early Childhood	2	10.0%	17	85.0%	1	5.0%	0	0.0%	20
	Elementary	27	16.4%	104	63.0%	32	19.4%	2	1.2%	165
	Middle Grades	2	22.2%	6	66.7%	0	0.0%	1	11.1%	9
	Special Education	4	13.8%	20	69.0%	5	17.2%	0	0.0%	29
	Total	73	15.5%	305	64.6%	88	18.6%	6	1.3%	472
Standard 6.2	Content Endorsements	34	13.7%	156	62.7%	55	22.1%	4	1.6%	249
	Early Childhood	3	15.0%	15	75.0%	2	10.0%	0	0.0%	20
	Elementary	22	13.3%	109	66.1%	32	19.4%	2	1.2%	165
	Middle Grades	1	11.1%	6	66.7%	1	11.1%	1	11.1%	9
	Special Education	4	13.8%	21	72.4%	4	13.8%	0	0.0%	29
	Total	64	13.6%	307	65.0%	94	19.9%	7	1.5%	472
Standard 6.3	Content Endorsements	31	12.4%	140	56.2%	74	29.7%	4	1.6%	249
	Early Childhood	3	15.0%	13	65.0%	4	20.0%	0	0.0%	20
	Elementary	22	13.3%	97	58.8%	40	24.2%	6	3.6%	165
	Middle Grades	1	11.1%	3	33.3%	4	44.4%	1	11.1%	9
	Special Education	4	13.8%	23	79.3%	2	6.9%	0	0.0%	29
	Total	61	12.9%	276	58.5%	124	26.3%	11	2.3%	472
Standard 6.4	Content Endorsements	31	12.4%	140	56.2%	73	29.3%	5	2.0%	249
	Early Childhood	3	15.0%	11	55.0%	6	30.0%	0	0.0%	20
	Elementary	29	17.6%	88	53.3%	42	25.5%	6	3.6%	165

STATEWIDE (PRINCIPALS NFYTS 2023)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Middle Grades	1	11.1%	4	44.4%	3	33.3%	1	11.1%	9
	Special Education	6	20.7%	20	69.0%	3	10.3%	0	0.0%	29
	Total	70	14.8%	263	55.7%	127	26.9%	12	2.5%	472
Standard 7.1	Content Endorsements	47	18.9%	156	62.7%	42	16.9%	4	1.6%	249
	Early Childhood	3	15.0%	15	75.0%	2	10.0%	0	0.0%	20
	Elementary	25	15.2%	104	63.0%	34	20.6%	2	1.2%	165
	Middle Grades	3	33.3%	5	55.6%	1	11.1%	0	0.0%	9
	Special Education	6	20.7%	19	65.5%	4	13.8%	0	0.0%	29
	Total	84	17.8%	299	63.3%	83	17.6%	6	1.3%	472
Standard 7.2	Content Endorsements	44	17.7%	142	57.0%	60	24.1%	3	1.2%	249
	Early Childhood	4	20.0%	10	50.0%	6	30.0%	0	0.0%	20
	Elementary	22	13.3%	101	61.2%	37	22.4%	5	3.0%	165
	Middle Grades	3	33.3%	5	55.6%	1	11.1%	0	0.0%	9
	Special Education	5	17.2%	19	65.5%	5	17.2%	0	0.0%	29
	Total	78	16.5%	277	58.7%	109	23.1%	8	1.7%	472
Standard 8.1	Content Endorsements	43	17.3%	164	65.9%	38	15.3%	4	1.6%	249
	Early Childhood	2	10.0%	12	60.0%	6	30.0%	0	0.0%	20
	Elementary	24	14.5%	118	71.5%	21	12.7%	2	1.2%	165
	Middle Grades	3	33.3%	5	55.6%	1	11.1%	0	0.0%	9
	Special Education	4	13.8%	21	72.4%	4	13.8%	0	0.0%	29
	Total	76	16.1%	320	67.8%	70	14.8%	6	1.3%	472
Standard 8.2	Content Endorsements	33	13.3%	144	57.8%	69	27.7%	3	1.2%	249
	Early Childhood	3	15.0%	10	50.0%	7	35.0%	0	0.0%	20
	Elementary	21	12.7%	100	60.6%	42	25.5%	2	1.2%	165
	Middle Grades	1	11.1%	7	77.8%	1	11.1%	0	0.0%	9
	Special Education	5	17.2%	20	69.0%	4	13.8%	0	0.0%	29
	Total	63	13.3%	281	59.5%	123	26.1%	5	1.1%	472
Standard 8.3	Content Endorsements	39	15.7%	145	58.2%	59	23.7%	6	2.4%	249
	Early Childhood	4	20.0%	10	50.0%	6	30.0%	0	0.0%	20
	Elementary	28	17.0%	91	55.2%	39	23.6%	7	4.2%	165
	Middle Grades	2	22.2%	5	55.6%	1	11.1%	1	11.1%	9
	Special Education	5	17.2%	19	65.5%	4	13.8%	1	3.4%	29

STATEWIDE (PRINCIPALS NFYTS 2023)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Total	78	16.5%	270	57.2%	109	23.1%	15	3.2%	472
Standard 9.1	Content Endorsements	63	25.3%	150	60.2%	34	13.7%	2	0.8%	249
	Early Childhood	7	35.0%	12	60.0%	0	0.0%	1	5.0%	20
	Elementary	51	30.9%	91	55.2%	19	11.5%	4	2.4%	165
	Middle Grades	4	44.4%	2	22.2%	1	11.1%	2	22.2%	9
	Special Education	7	24.1%	17	58.6%	4	13.8%	1	3.4%	29
	Total	132	28.0%	272	57.6%	58	12.3%	10	2.1%	472
Standard 9.2	Content Endorsements	48	19.3%	160	64.3%	37	14.9%	4	1.6%	249
	Early Childhood	5	25.0%	14	70.0%	1	5.0%	0	0.0%	20
	Elementary	38	23.0%	90	54.5%	35	21.2%	2	1.2%	165
	Middle Grades	3	33.3%	3	33.3%	2	22.2%	1	11.1%	9
	Special Education	6	20.7%	17	58.6%	5	17.2%	1	3.4%	29
	Total	100	21.2%	284	60.2%	80	16.9%	8	1.7%	472
Standard 10.1	Content Endorsements	62	24.9%	154	61.8%	30	12.0%	3	1.2%	249
	Early Childhood	2	10.0%	17	85.0%	1	5.0%	0	0.0%	20
	Elementary	37	22.4%	103	62.4%	20	12.1%	5	3.0%	165
	Middle Grades	2	22.2%	4	44.4%	3	33.3%	0	0.0%	9
	Special Education	7	24.1%	17	58.6%	4	13.8%	1	3.4%	29
	Total	110	23.3%	295	62.5%	58	12.3%	9	1.9%	472
Standard 10.2	Content Endorsements	52	20.9%	146	58.6%	42	16.9%	9	3.6%	249
	Early Childhood	3	15.0%	16	80.0%	0	0.0%	1	5.0%	20
	Elementary	39	23.6%	91	55.2%	31	18.8%	4	2.4%	165
	Middle Grades	2	22.2%	4	44.4%	2	22.2%	1	11.1%	9
	Special Education	6	20.7%	16	55.2%	6	20.7%	1	3.4%	29
	Total	102	21.6%	273	57.8%	81	17.2%	16	3.4%	472

Figure 16. Survey Responses by Endorsement Type (Teachers)

STATEWIDE (TEACHERS NFYTS 2023)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
Standard 1.1	Content Endorsements	39	18.8%	125	60.1%	42	20.2%	2	1.0%	208
	Early Childhood	4	23.5%	12	70.6%	1	5.9%	0	0.0%	17
	Elementary	25	16.2%	99	64.3%	30	19.5%	0	0.0%	154
	Middle Grades	3	33.3%	6	66.7%	0	0.0%	0	0.0%	9
	Special Education	6	24.0%	16	64.0%	3	12.0%	0	0.0%	25
	Total	77	18.6%	258	62.5%	76	18.4%	2	0.5%	413
Standard 1.2	Content Endorsements	46	22.1%	121	58.2%	39	18.8%	2	1.0%	208
	Early Childhood	5	29.4%	11	64.7%	1	5.9%	0	0.0%	17
	Elementary	28	18.2%	101	65.6%	24	15.6%	1	0.6%	154
	Middle Grades	2	22.2%	6	66.7%	1	11.1%	0	0.0%	9
	Special Education	6	24.0%	18	72.0%	1	4.0%	0	0.0%	25
	Total	87	21.1%	257	62.2%	66	16.0%	3	0.7%	413
Standard 2.1	Content Endorsements	39	18.8%	125	60.1%	41	19.7%	3	1.4%	208
	Early Childhood	5	29.4%	12	70.6%	0	0.0%	0	0.0%	17
	Elementary	31	20.1%	86	55.8%	34	22.1%	3	1.9%	154
	Middle Grades	1	11.1%	7	77.8%	0	0.0%	1	11.1%	9
	Special Education	9	36.0%	12	48.0%	4	16.0%	0	0.0%	25
	Total	85	20.6%	242	58.6%	79	19.1%	7	1.7%	413
Standard 2.2	Content Endorsements	34	16.3%	105	50.5%	64	30.8%	5	2.4%	208
	Early Childhood	4	23.5%	11	64.7%	2	11.8%	0	0.0%	17
	Elementary	23	14.9%	74	48.1%	54	35.1%	3	1.9%	154
	Middle Grades	1	11.1%	5	55.6%	2	22.2%	1	11.1%	9
	Special Education	9	36.0%	10	40.0%	6	24.0%	0	0.0%	25
	Total	71	17.2%	205	49.6%	128	31.0%	9	2.2%	413
Standard 2.3	Content Endorsements	66	31.7%	95	45.7%	39	18.8%	8	3.8%	208
	Early Childhood	3	17.6%	12	70.6%	2	11.8%	0	0.0%	17
	Elementary	24	15.6%	91	59.1%	36	23.4%	3	1.9%	154
	Middle Grades	4	44.4%	3	33.3%	2	22.2%	0	0.0%	9
	Special Education	5	20.0%	14	56.0%	6	24.0%	0	0.0%	25

STATEWIDE (TEACHERS NFYTS 2023)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Total	102	24.7%	215	52.1%	85	20.6%	11	2.7%	413
Standard 3.1	Content Endorsements	106	51.0%	90	43.3%	10	4.8%	2	1.0%	208
	Early Childhood	11	64.7%	6	35.3%	0	0.0%	0	0.0%	17
	Elementary	71	46.1%	74	48.1%	9	5.8%	0	0.0%	154
	Middle Grades	5	55.6%	3	33.3%	1	11.1%	0	0.0%	9
	Special Education	12	48.0%	13	52.0%	0	0.0%	0	0.0%	25
	Total	205	49.6%	186	45.0%	20	4.8%	2	0.5%	413
Standard 3.2	Content Endorsements	61	29.3%	102	49.0%	41	19.7%	4	1.9%	208
	Early Childhood	7	41.2%	6	35.3%	4	23.5%	0	0.0%	17
	Elementary	40	26.0%	86	55.8%	25	16.2%	3	1.9%	154
	Middle Grades	3	33.3%	3	33.3%	3	33.3%	0	0.0%	9
	Special Education	8	32.0%	14	56.0%	3	12.0%	0	0.0%	25
	Total	119	28.8%	211	51.1%	76	18.4%	7	1.7%	413
Standard 4.1	Content Endorsements	77	37.0%	112	53.8%	16	7.7%	3	1.4%	208
	Early Childhood	3	17.6%	11	64.7%	3	17.6%	0	0.0%	17
	Elementary	25	16.2%	105	68.2%	23	14.9%	1	0.6%	154
	Middle Grades	5	55.6%	3	33.3%	1	11.1%	0	0.0%	9
	Special Education	8	32.0%	16	64.0%	1	4.0%	0	0.0%	25
	Total	118	28.6%	247	59.8%	44	10.7%	4	1.0%	413
Standard 4.2	Content Endorsements	81	38.9%	105	50.5%	19	9.1%	3	1.4%	208
	Early Childhood	5	29.4%	8	47.1%	4	23.5%	0	0.0%	17
	Elementary	22	14.3%	106	68.8%	26	16.9%	0	0.0%	154
	Middle Grades	5	55.6%	3	33.3%	1	11.1%	0	0.0%	9
	Special Education	7	28.0%	16	64.0%	2	8.0%	0	0.0%	25
	Total	120	29.1%	238	57.6%	52	12.6%	3	0.7%	413
Standard 4.3	Content Endorsements	70	33.7%	116	55.8%	20	9.6%	2	1.0%	208
	Early Childhood	4	23.5%	10	58.8%	3	17.6%	0	0.0%	17
	Elementary	35	22.7%	98	63.6%	21	13.6%	0	0.0%	154
	Middle Grades	3	33.3%	6	66.7%	0	0.0%	0	0.0%	9
	Special Education	10	40.0%	13	52.0%	2	8.0%	0	0.0%	25
	Total	122	29.5%	243	58.8%	46	11.1%	2	0.5%	413

STATEWIDE (TEACHERS NFYTS 2023)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
Standard 5.1	Content Endorsements	47	22.6%	108	51.9%	48	23.1%	5	2.4%	208
	Early Childhood	4	23.5%	9	52.9%	4	23.5%	0	0.0%	17
	Elementary	20	13.0%	89	57.8%	44	28.6%	1	0.6%	154
	Middle Grades	2	22.2%	6	66.7%	1	11.1%	0	0.0%	9
	Special Education	6	24.0%	11	44.0%	8	32.0%	0	0.0%	25
	Total	79	19.1%	223	54.0%	105	25.4%	6	1.5%	413
Standard 5.2	Content Endorsements	46	22.1%	121	58.2%	37	17.8%	4	1.9%	208
	Early Childhood	4	23.5%	10	58.8%	3	17.6%	0	0.0%	17
	Elementary	17	11.0%	104	67.5%	32	20.8%	1	0.6%	154
	Middle Grades	2	22.2%	7	77.8%	0	0.0%	0	0.0%	9
	Special Education	7	28.0%	14	56.0%	4	16.0%	0	0.0%	25
	Total	76	18.4%	256	62.0%	76	18.4%	5	1.2%	413
Standard 6.1	Content Endorsements	56	26.9%	124	59.6%	25	12.0%	3	1.4%	208
	Early Childhood	6	35.3%	7	41.2%	3	17.6%	1	5.9%	17
	Elementary	34	22.1%	91	59.1%	28	18.2%	1	0.6%	154
	Middle Grades	4	44.4%	4	44.4%	1	11.1%	0	0.0%	9
	Special Education	6	24.0%	12	48.0%	7	28.0%	0	0.0%	25
	Total	106	25.7%	238	57.6%	64	15.5%	5	1.2%	413
Standard 6.2	Content Endorsements	67	32.2%	111	53.4%	27	13.0%	3	1.4%	208
	Early Childhood	5	29.4%	8	47.1%	2	11.8%	2	11.8%	17
	Elementary	38	24.7%	93	60.4%	23	14.9%	0	0.0%	154
	Middle Grades	4	44.4%	4	44.4%	1	11.1%	0	0.0%	9
	Special Education	5	20.0%	13	52.0%	7	28.0%	0	0.0%	25
	Total	119	28.8%	229	55.4%	60	14.5%	5	1.2%	413
Standard 6.3	Content Endorsements	45	21.6%	109	52.4%	47	22.6%	7	3.4%	208
	Early Childhood	3	17.6%	9	52.9%	4	23.5%	1	5.9%	17
	Elementary	23	14.9%	98	63.6%	31	20.1%	2	1.3%	154
	Middle Grades	3	33.3%	5	55.6%	0	0.0%	1	11.1%	9
	Special Education	7	28.0%	15	60.0%	3	12.0%	0	0.0%	25
	Total	81	19.6%	236	57.1%	85	20.6%	11	2.7%	413

STATEWIDE (TEACHERS NFYTS 2023)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
Standard 6.4	Content Endorsements	44	21.2%	115	55.3%	45	21.6%	4	1.9%	208
	Early Childhood	3	17.6%	9	52.9%	4	23.5%	1	5.9%	17
	Elementary	25	16.2%	93	60.4%	35	22.7%	1	0.6%	154
	Middle Grades	2	22.2%	4	44.4%	2	22.2%	1	11.1%	9
	Special Education	8	32.0%	13	52.0%	4	16.0%	0	0.0%	25
	Total	82	19.9%	234	56.7%	90	21.8%	7	1.7%	413
Standard 7.1	Content Endorsements	62	29.8%	109	52.4%	34	16.3%	3	1.4%	208
	Early Childhood	3	17.6%	11	64.7%	2	11.8%	1	5.9%	17
	Elementary	29	18.8%	99	64.3%	26	16.9%	0	0.0%	154
	Middle Grades	4	44.4%	4	44.4%	0	0.0%	1	11.1%	9
	Special Education	7	28.0%	13	52.0%	5	20.0%	0	0.0%	25
	Total	105	25.4%	236	57.1%	67	16.2%	5	1.2%	413
Standard 7.2	Content Endorsements	54	26.0%	109	52.4%	41	19.7%	4	1.9%	208
	Early Childhood	3	17.6%	9	52.9%	5	29.4%	0	0.0%	17
	Elementary	28	18.2%	103	66.9%	22	14.3%	1	0.6%	154
	Middle Grades	3	33.3%	3	33.3%	2	22.2%	1	11.1%	9
	Special Education	5	20.0%	14	56.0%	6	24.0%	0	0.0%	25
	Total	93	22.5%	238	57.6%	76	18.4%	6	1.5%	413
Standard 8.1	Content Endorsements	67	32.2%	96	46.2%	39	18.8%	6	2.9%	208
	Early Childhood	1	5.9%	11	64.7%	5	29.4%	0	0.0%	17
	Elementary	31	20.1%	87	56.5%	36	23.4%	0	0.0%	154
	Middle Grades	3	33.3%	4	44.4%	2	22.2%	0	0.0%	9
	Special Education	5	20.0%	13	52.0%	7	28.0%	0	0.0%	25
	Total	107	25.9%	211	51.1%	89	21.5%	6	1.5%	413
Standard 8.2	Content Endorsements	53	25.5%	111	53.4%	41	19.7%	3	1.4%	208
	Early Childhood	3	17.6%	10	58.8%	3	17.6%	1	5.9%	17
	Elementary	26	16.9%	92	59.7%	36	23.4%	0	0.0%	154
	Middle Grades	2	22.2%	3	33.3%	4	44.4%	0	0.0%	9
	Special Education	9	36.0%	10	40.0%	6	24.0%	0	0.0%	25
	Total	93	22.5%	226	54.7%	90	21.8%	4	1.0%	413

STATEWIDE (TEACHERS NFYTS 2023)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
Standard 8.3	Content Endorsement	49	23.6%	115	55.3%	38	18.3%	6	2.9%	208
	Early Childhood	1	5.9%	12	70.6%	3	17.6%	1	5.9%	17
	Elementary	29	18.8%	95	61.7%	30	19.5%	0	0.0%	154
	Middle Grades	3	33.3%	4	44.4%	2	22.2%	0	0.0%	9
	Special Education	9	36.0%	11	44.0%	5	20.0%	0	0.0%	25
	Total	91	22.0%	237	57.4%	78	18.9%	7	1.7%	413
Standard 9.1	Content Endorsements	75	36.1%	116	55.8%	14	6.7%	3	1.4%	208
	Early Childhood	8	47.1%	8	47.1%	1	5.9%	0	0.0%	17
	Elementary	56	36.4%	84	54.5%	12	7.8%	2	1.3%	154
	Middle Grades	3	33.3%	5	55.6%	0	0.0%	1	11.1%	9
	Special Education	9	36.0%	15	60.0%	1	4.0%	0	0.0%	25
	Total	151	36.6%	228	55.2%	28	6.8%	6	1.5%	413
Standard 9.2	Content Endorsements	54	26.0%	129	62.0%	23	11.1%	2	1.0%	208
	Early Childhood	5	29.4%	8	47.1%	4	23.5%	0	0.0%	17
	Elementary	41	26.6%	89	57.8%	22	14.3%	2	1.3%	154
	Middle Grades	2	22.2%	4	44.4%	2	22.2%	1	11.1%	9
	Special Education	6	24.0%	16	64.0%	3	12.0%	0	0.0%	25
	Total	108	26.2%	246	59.6%	54	13.1%	5	1.2%	413
Standard 10.1	Content Endorsements	94	45.2%	103	49.5%	8	3.8%	3	1.4%	208
	Early Childhood	8	47.1%	6	35.3%	3	17.6%	0	0.0%	17
	Elementary	60	39.0%	84	54.5%	9	5.8%	1	0.6%	154
	Middle Grades	4	44.4%	5	55.6%	0	0.0%	0	0.0%	9
	Special Education	12	48.0%	12	48.0%	1	4.0%	0	0.0%	25
	Total	178	43.1%	210	50.8%	21	5.1%	4	1.0%	413
Standard 10.2	Content Endorsements	82	39.4%	98	47.1%	24	11.5%	4	1.9%	208
	Early Childhood	6	35.3%	7	41.2%	3	17.6%	1	5.9%	17
	Elementary	39	25.3%	95	61.7%	19	12.3%	1	0.6%	154
	Middle Grades	3	33.3%	5	55.6%	0	0.0%	1	11.1%	9
	Special Education	12	48.0%	10	40.0%	3	12.0%	0	0.0%	25
	Total	142	34.4%	215	52.1%	49	11.9%	7	1.7%	413