



2025 Nebraska Third Year Teacher Survey: Summary Report

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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 mid-March 2025. This year marks the eighth successful implementation of the survey, with the survey being sent to principals for the seventh time and third-year teachers for the sixth. Surveys were distributed to the principals of third-year teachers, and to the third-year teachers themselves, who completed their preparation programs at various preparation institutions in the state. The participating institutions, with at least one survey returned (Union Adventist University was excluded as no surveys were returned), are as follows:

1. Bellevue University
2. Chadron State College
3. College of Saint Mary
4. Concordia University
5. Creighton University
6. Doane University
7. Hastings College
8. Midland University
9. Nebraska Wesleyan University
10. Peru State 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 University

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://learning.ccsso.org/intasc-model-core-teaching-standards-and-learning-progressions-for-teachers>). 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 2024-2025 school year and received their initial teaching endorsement during the 2022-2023 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 February 7th to HR/Institutional Research staff, principals, and teachers. The survey email invitation was sent out on February 12th with subsequent email reminders sent on February 20th, February 27th, and March 3rd. The survey finally closed on March 14th, 2 months 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, 583 surveys were distributed to principals and 393 were returned, resulting in a response rate of 67.41%. This response rate represents a 3.57% increase from that of last year's NTYTS administration. For teachers, 587 surveys were distributed and 252 were returned, resulting in a response rate of 42.93%. The response rate represents a significant 13.22% 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	Bellevue University	2	2	100.00%
2	Chadron State College	22	26	84.62%
3	College of Saint Mary	6	12	50.00%
4	Concordia University	16	30	53.33%
5	Creighton University	3	5	60.00%
6	Doane University	14	19	73.68%
7	Hastings College	8	11	72.73%
8	Midland University	16	23	69.57%
9	Nebraska Wesleyan University	16	26	61.54%
10	Peru State College	11	13	84.62%
11	Union Adventist University	0	0	N/A
12	University of Nebraska at Kearney	63	87	72.41%
13	University of Nebraska at Lincoln	90	147	61.22%
14	University of Nebraska at Omaha	70	103	67.96%
15	Wayne State College	53	76	69.74%
16	York University	3	3	100.00%
	Total	393	583	67.41%

Table 2. Responses for each preparation institution (Teachers)

	Preparation Institution	Responses (n)	Sample	Response Rate (%)
1	Bellevue University	0	2	0.00%
2	Chadron State College	14	24	58.33%
3	College of Saint Mary	2	12	16.67%
4	Concordia University	6	28	21.43%
5	Creighton University	1	5	20.00%
6	Doane University	13	19	68.42%
7	Hastings College	10	12	83.33%
8	Midland University	9	24	37.50%
9	Nebraska Wesleyan University	13	27	48.15%
10	Peru State College	6	14	42.86%
11	Union Adventist University	0	0	N/A
12	University of Nebraska at Kearney	36	90	40.00%
13	University of Nebraska at Lincoln	62	148	41.89%
14	University of Nebraska at Omaha	36	104	34.62%
15	Wayne State College	42	75	56.00%
16	York University	2	3	66.67%
	Total	252	587	42.93%

Results

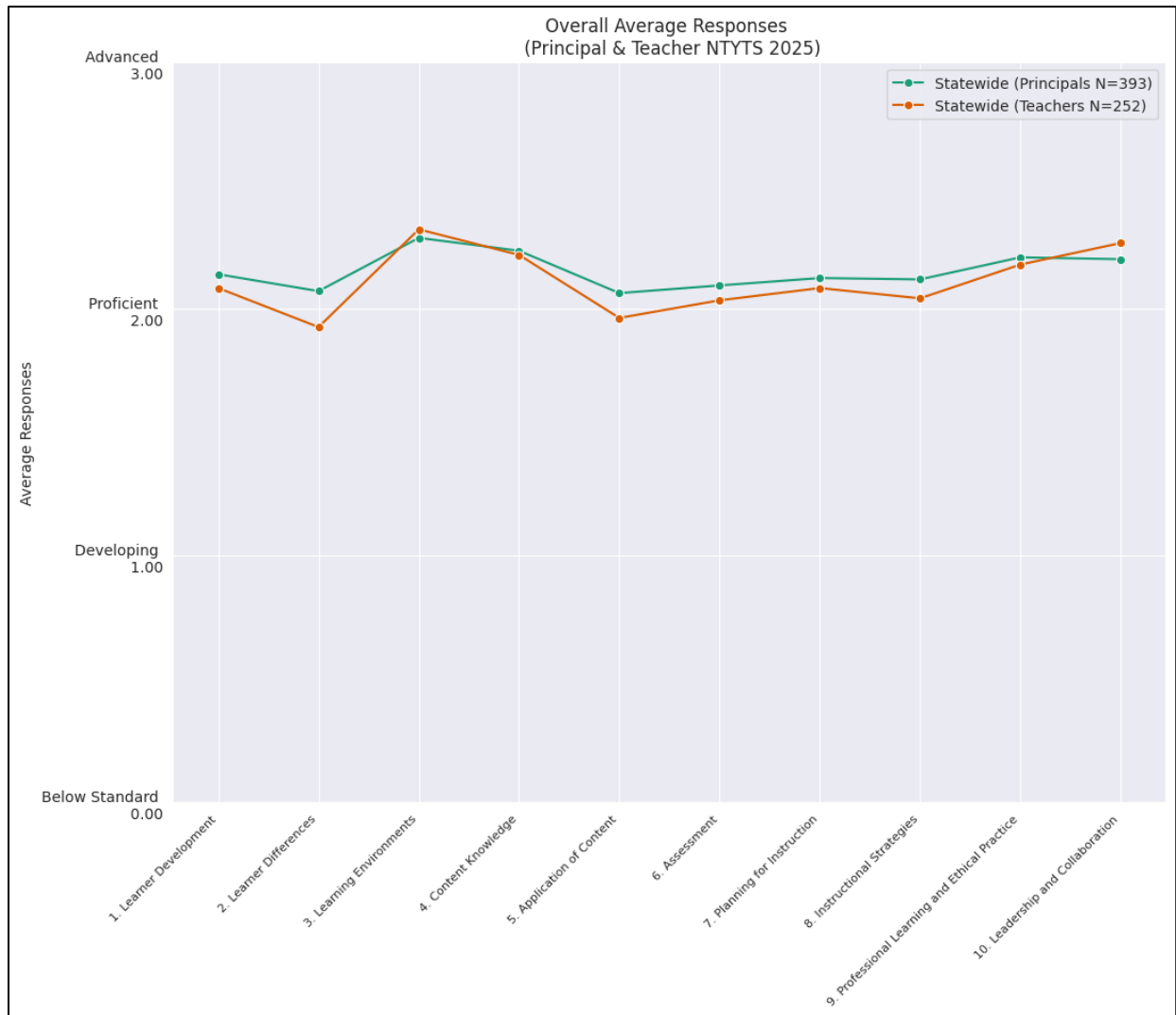
Descriptive Statistics

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 Standard 1.1 Use knowledge of students and their development and adjust teaching to facilitate learning. Standard 1.2 Build on student strengths to facilitate learning.</p>
<p>Standard 2: Learning Differences Standard 2.1 Identify differentiation in student. Standard 2.2 Respond to differentiation in student needs with individualized instruction and varied learning experiences. Standard 2.3 Bring multiple perspectives and cultural resource to content and discussions.</p>
<p>Standard 3: Learning Environments Standard 3.1 Promote a positive classroom environment. Standard 3.2 Use and communicate clear task and behavioral expectations to support an environment of learning.</p>
<p>Standard 4: Content Knowledge Standard 4.1 Use and communicate content knowledge. Standard 4.2 Use academic vocabulary and grammar. Standard 4.3 Provide opportunities for students to demonstrate their content knowledge.</p>
<p>Standard 5: Application of Content Standard 5.1 Help students link concepts and engage in critical thinking. Standard 5.2 Engage students in the development of literacy and communication skills.</p>
<p>Standard 6: Assessment Standard 6.1 Match instructions and assessments to learning objectives. Standard 6.2 Use formative and summative classroom assessments that facilitate learning. Standard 6.3 Amend instructional strategies and adapt interventions as needed. Standard 6.4 Provide differentiated instruction and assessments that positively impact learning.</p>
<p>Standard 7: Planning for Instruction Standard 7.1 Plan sequenced learning experiences and performance tasks linked to learning objectives. Standard 7.2 Plan and implement multiple ways for students to demonstrate their knowledge and skills.</p>
<p>Standard 8: Instructional Strategies Standard 8.1 Incorporate digital tools and technologies into instruction. Standard 8.2 Use evidence-based strategies to support critical thinking and content learning. Standard 8.3 Organized and manage the learning environment to maximize student engagement.</p>
<p>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.</p>
<p>Standard 10: Leadership and Collaboration Standard 10.1 Communicate professionally – oral, written, and electronic. Standard 10.2 Respond to people, problems and crises effectively.</p>

Figure 2. Statewide Average Responses



In Figure 2, the mean responses of teachers across the 10 standards fluctuated. However, principals tended to respond more positively than the third-year teachers, on average, with 10 of 10 mean scores above “Proficient” level. 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 was found that principals and teachers significantly differed ($p < .05$) in their mean responses on just two standards this year, being Standard 2 (Learning Differences), and Standard 5 (Application of Content). On all the other standards, there was no statistically significant difference between teachers and principals, with all p-values greater than .05. P-values greater than .05 suggest that any observed difference in means of the two groups is likely due to random chance rather than a true effect. On average, the principals rated teachers slightly higher than teachers rating themselves. The t-tests results of 10 standards are displayed in Table 11 in the Appendix.

Figure 3. Average Responses by Endorsement Type (Principals)

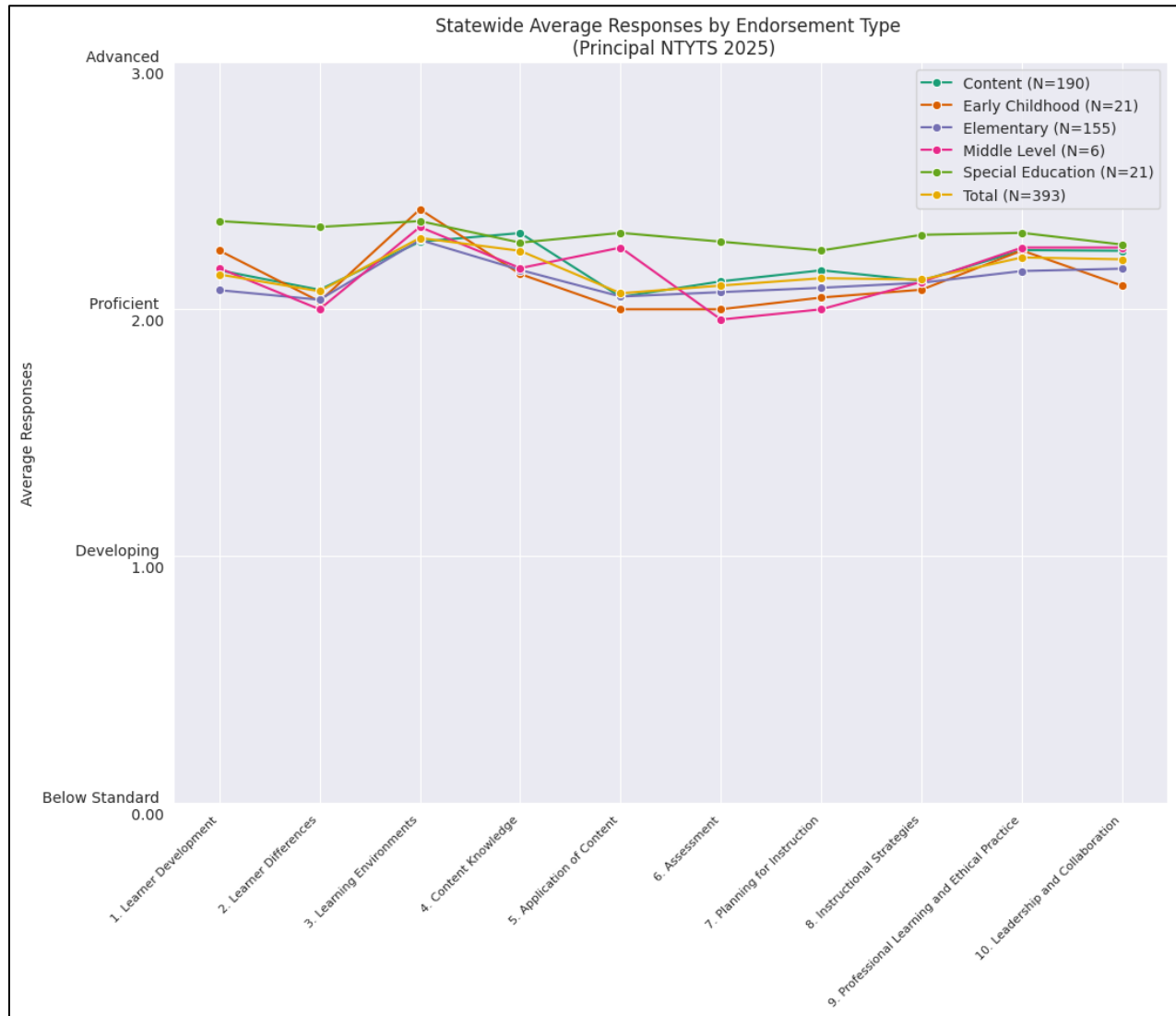


Figure 3 displays principals’ mean responses categorized into 5 endorsement types that correspond to the majority of the third-year teachers’ school assignments. Third-year teachers endorsed in Special Education obtained the highest ratings on 8 standards. On the other hand, teachers with endorsements in Early Childhood received the lowest ratings on 4 standards. Differences observed between each endorsement category were generally minor, with the exception of those with endorsements in the Special Education being higher, on average, than those with other endorsements. The average responses for each type of endorsement ranged from 1.96 to 2.40.

Figure 4. Average Responses by Endorsement Type (Teachers)

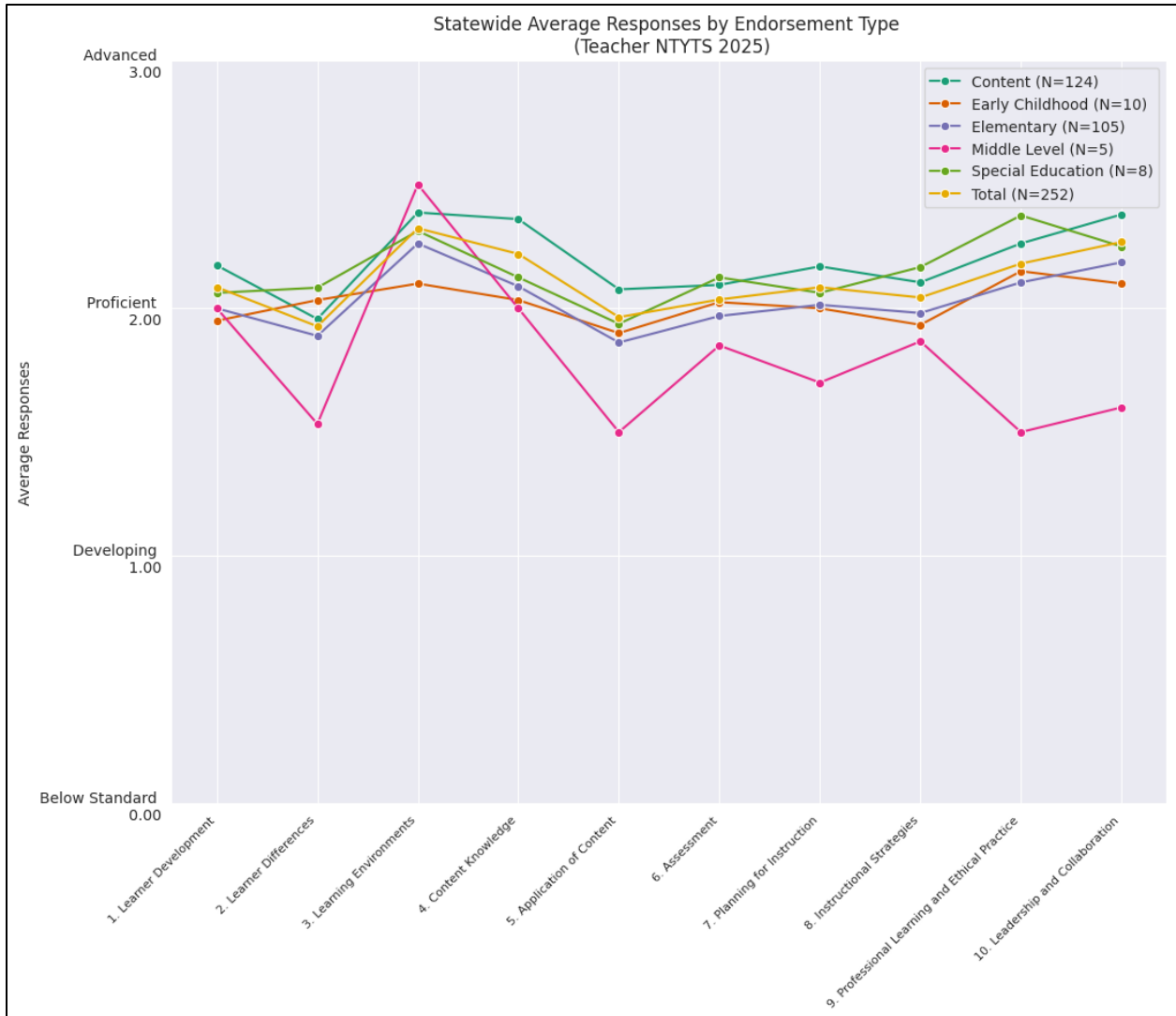


Figure 4 shows third-year teachers’ mean responses disaggregated by endorsement types that correspond to the majority of their school assignments. Third-year teachers with endorsements in Content areas obtained the highest average ratings on 5 out of the 10 indicators, while teachers with endorsements in the Middle Level received lowest averages on 8 out of the 10 indicators. However, endorsements in the Middle Level had a very small sample size. In general, differences observed between each endorsement category by teachers were similar to those of principals, with average rating by endorsement ranging from 1.50 to 2.39.

Figure 5. Average Responses by Preparation Institution (Principals)

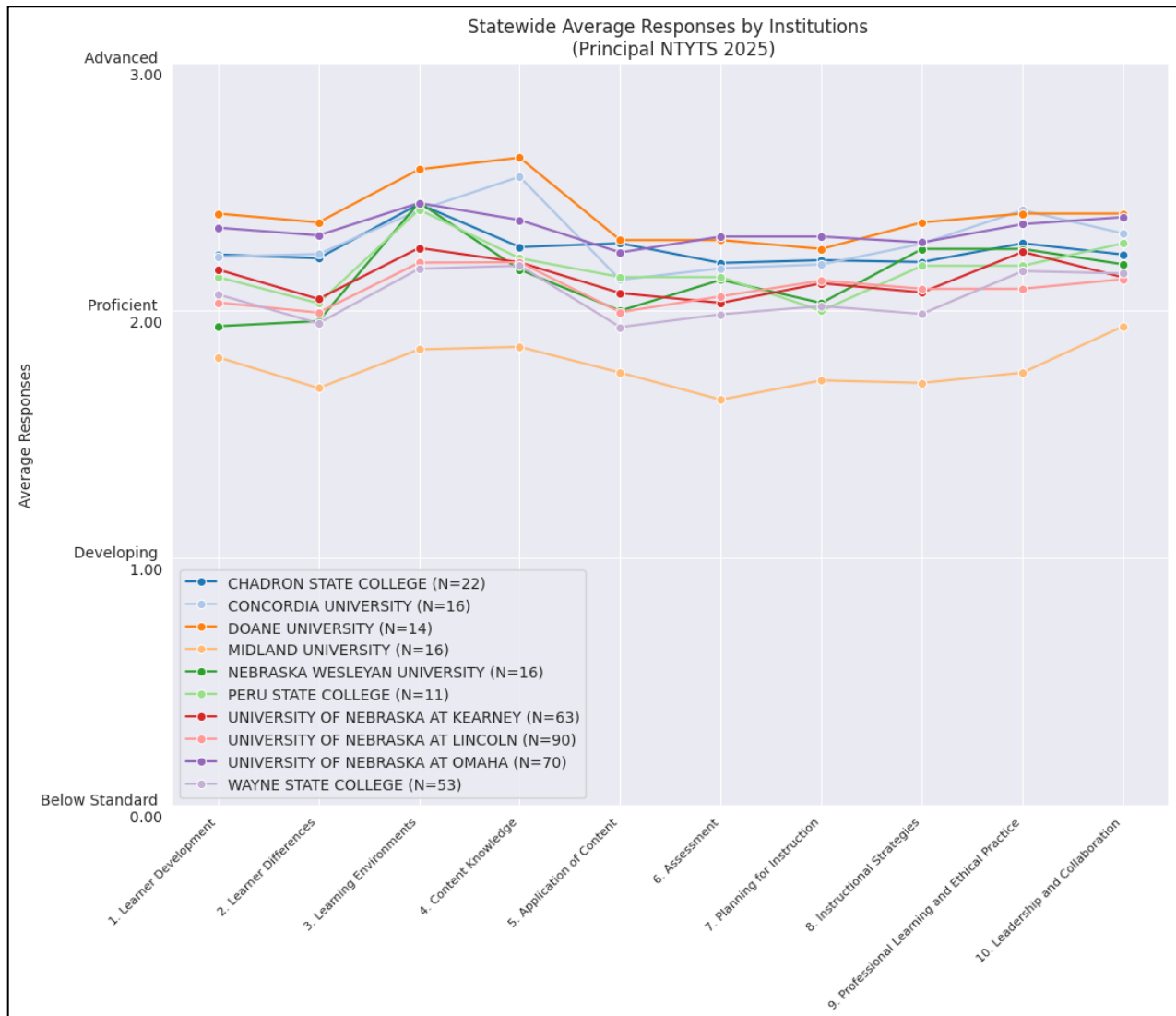


Figure 5 shows the average responses of principals categorized into their respective preparation institutions; most institutions showed a similar trend across all 10 indicators. Due to small sample sizes, Bellevue University (N=2), College of Saint Mary (N=6), Creighton University (N=3), Hastings College (N=8), Union Adventist University (N=0), and York University (N=3) all were removed from the graph. Of the remaining 10 institutions (with at least 10 respondents), Midland University had the lowest average ratings on all 10 indicators, while Doane University had the highest average ratings on 6 of the 10 indicators. When viewing the graph, the information generally supports the notion that all preparation institutions except for Midland University performed relatively well in preparing third-year teachers (around “Proficient”), based on principals’ views.

Figure 6. Average Responses by Preparation Institution (Teachers)

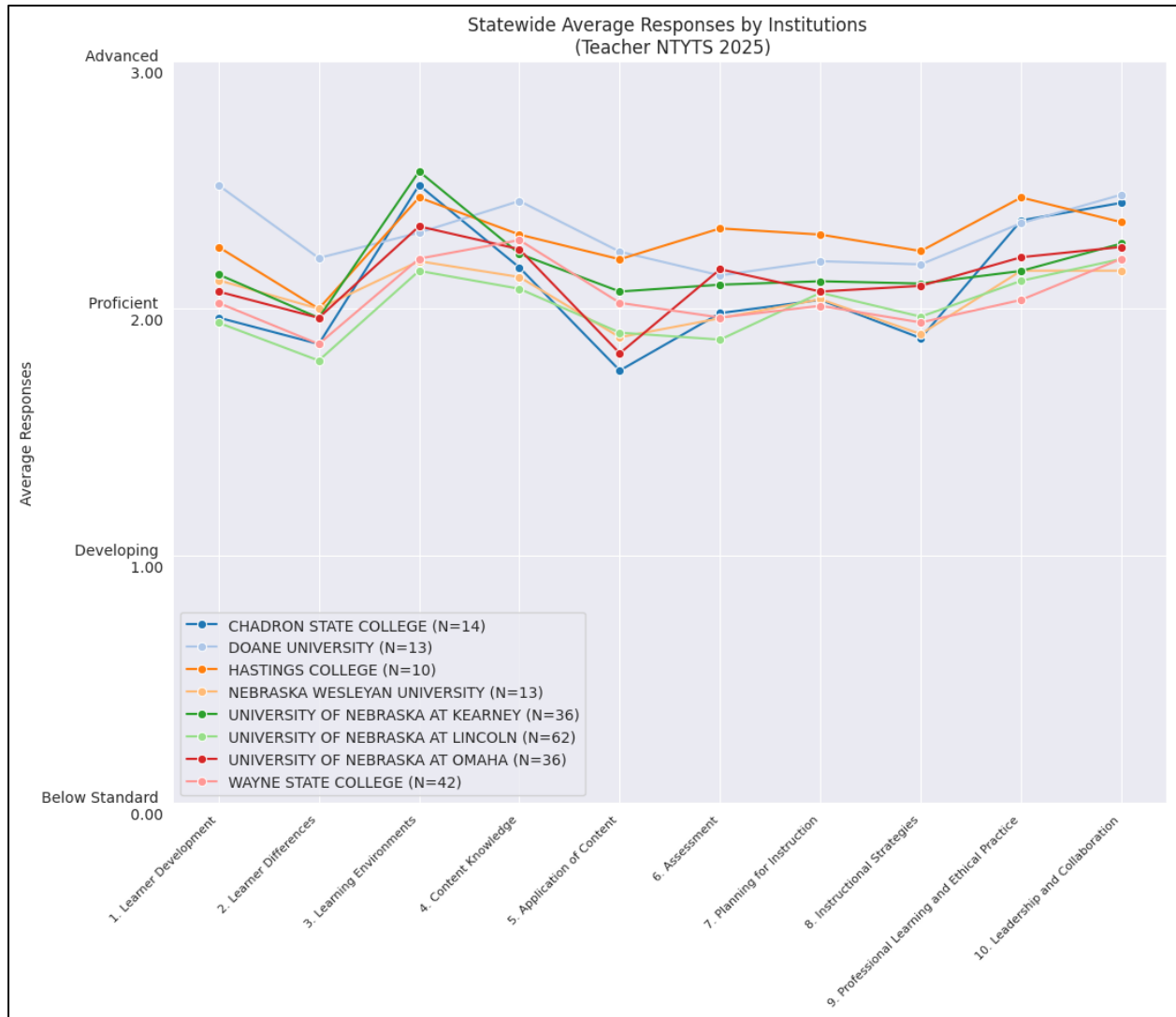


Figure 6 displays the average responses of third-year teachers disaggregated by each preparation institution. Like the previous chart, colleges such as Bellevue University (N=0), College of Saint Mary (N=2), Concordia University (N=6), Creighton University (N=1), Midland University (N=9), Peru State College (N=6), Union Adventist University (N=0), and York University (N=2) were removed due to their relatively small sample size. Of the remaining 8 institutions (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 at Lincoln had the lowest average ratings on 5 of the 10 indicators.

Figure 7. Responses to Question 11 (Principals)

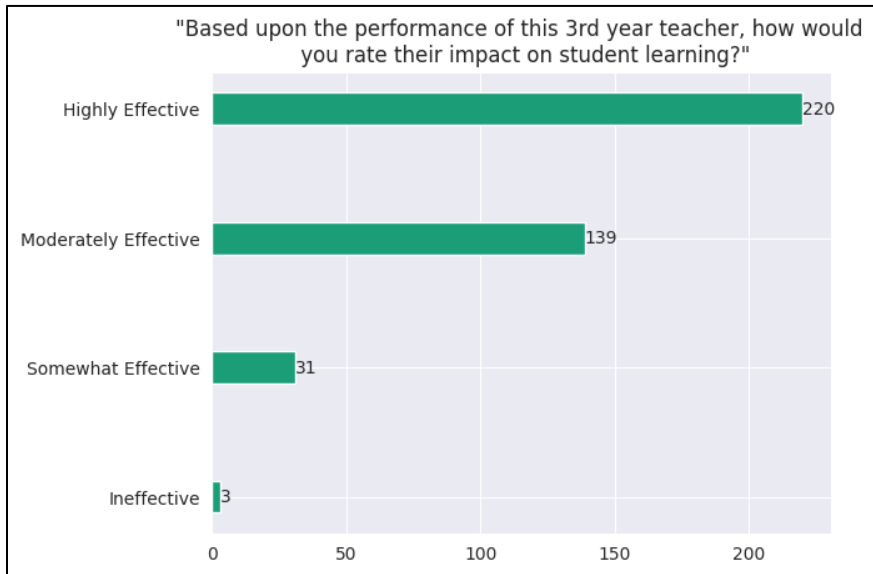
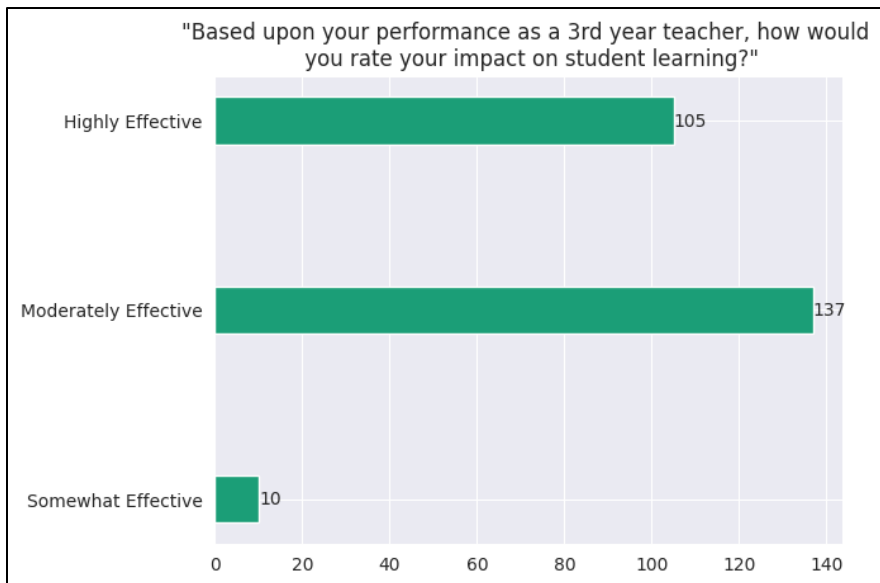


Figure 8. Responses to Question 11 (Teachers)



In Figure 7, principals were asked to evaluate third-year teachers' impact on student learning. 55.98% of all principals thought the teachers were highly effective, while 35.37% of principals rated teachers as moderately effective. In Figure 8, third-year teachers were asked to give a self-evaluation on student learning. 41.67% of third-year teachers considered their impact as highly effective, while 54.37% rated themselves as being moderately effective teachers. Only 10 teachers (3.97%) rated themselves as somewhat effective, and none rated themselves as ineffective.

Figure 9. Responses to Question 12 (Principals)

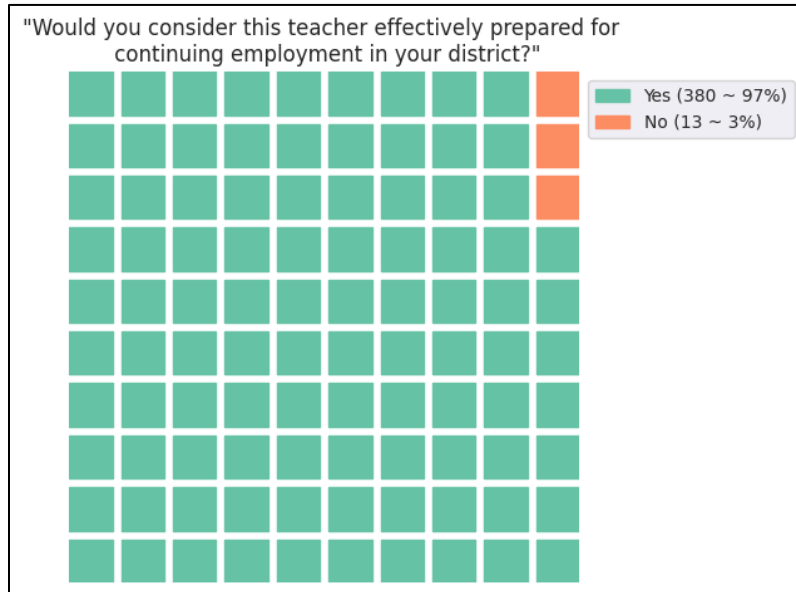


Figure 10. Responses to Question 12 (Teachers)

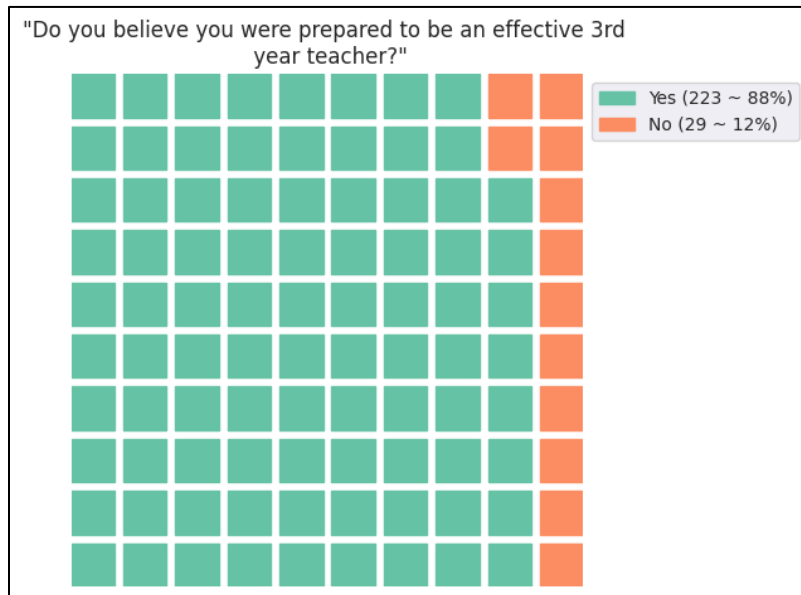
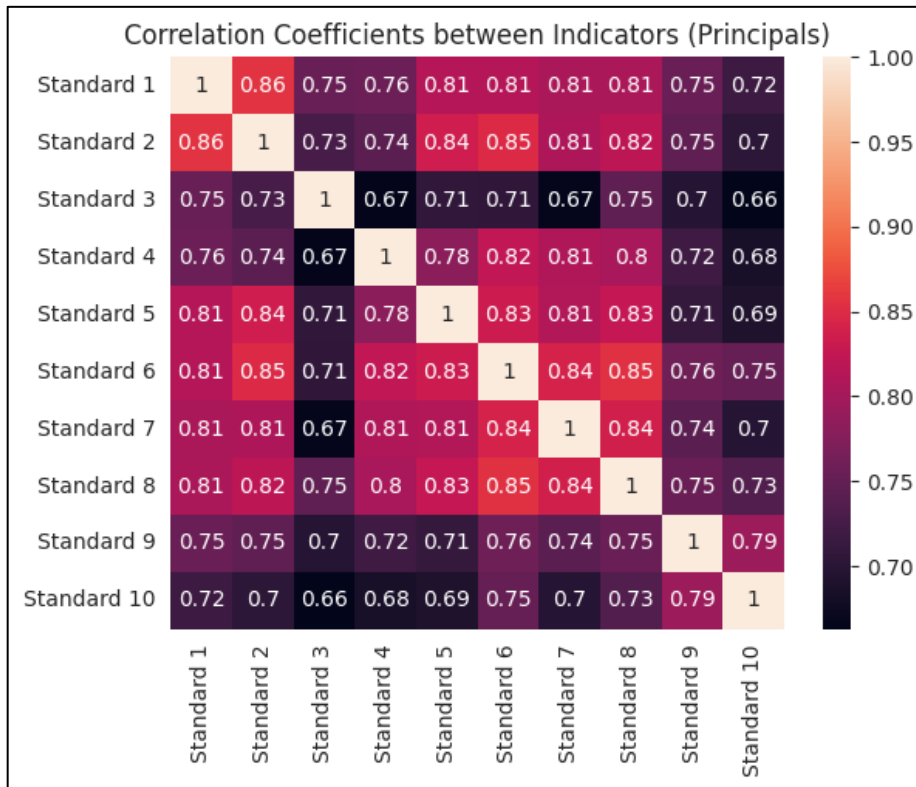


Figure 9 displays principals’ responses to the question “Would you consider this teacher effectively prepared for continuing employment in your district?” 97% of all principals responded “Yes”. The results of third-year teachers rating themselves as effectively prepared teachers are shown in Figure 10, and 88% indicated 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 a majority of the teachers believe they were prepared to be effective third year teachers.

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 Python.

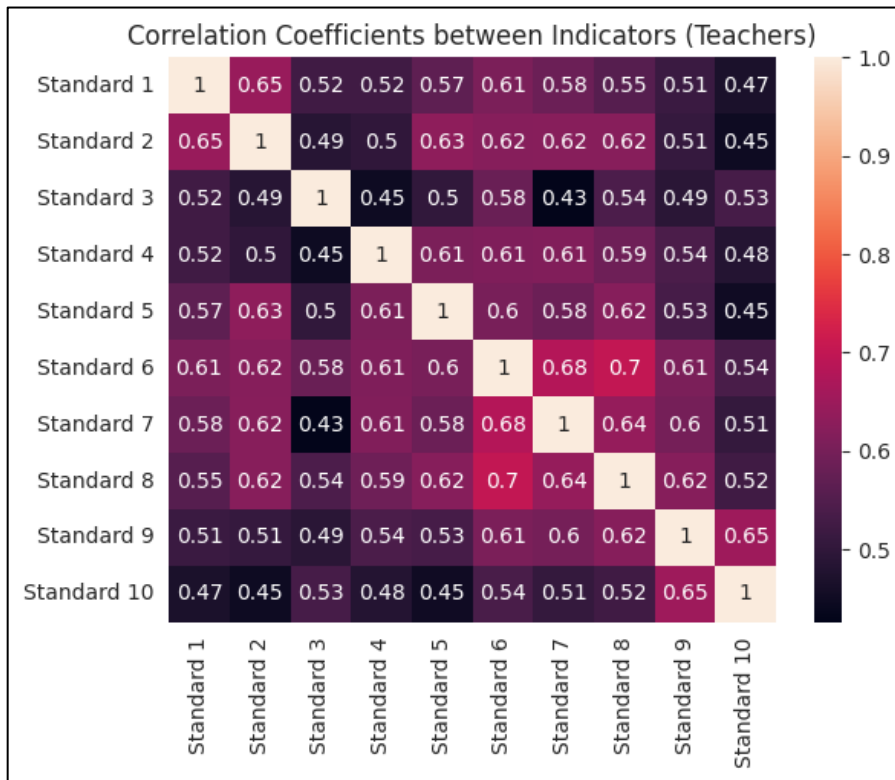
Table 3. Correlation Coefficients between Indicators (Principals)



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

For correlations between the 10 standards for principals, the majority of values are relatively high and all are above 0.66. All correlation coefficients are positive, indicating that as the average response to one standard increases, so does the average response to another standard. The correlation coefficient heat map in table 3 helps highlight the higher (lighter colors) and lower (darker colors) correlations. The highest correlation coefficient was between Standard 1 (Learner Development) and Standard 2 (Learning Differences) at 0.86. While the lowest correlation coefficient was between Standard 3 (Learning Environments) and Standard 10 (Leadership and Collaboration) at 0.66.

Table 4. Correlation Coefficients between Indicators (Teachers)



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

In comparison, for the correlation coefficients between 10 indicators for teachers, all coefficients are much lower, with values ranging between 0.43 and 0.70. Again, the correlation coefficient heat map in table 4 helps highlight the higher (lighter colors) and lower (darker colors) correlations. The highest positive linear relationship between the standards, with a correlation of 0.70, are Standard 6 (Assessment) and Standard 8 (Instructional Strategies). The lowest correlation coefficient (0.43) was between Standard 3 (Learning Environments) and Standard 7 (Planning for Instruction). In general, correlations were lower for teachers than they were for principals, which indicates that teachers were less consistent in their evaluation of the standards than principals.

Conclusions

The 2025 Nebraska Third Year Teacher Survey is the seventh 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 for teachers varied notably compared to last year's administration, while principal response rates remained relatively stable. The response rate of principals' submission was 67.41%, a 3.57% increase from last year's principal response rate; and the response rate of third-year teachers was 42.93%, a significant 13.22% decrease from last year's teacher response rate.

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 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 some discrepancies across preparation institutions and endorsement types. A number of these discrepancies can be attributed to the large differences in sample sizes between the responding institutions. However, in general, principals tended to respond more positively than the third-year teachers who seem to be more critical of themselves.

The results obtained from the Nebraska Third Year Teacher Survey are 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

1st Year		
DATE	ACTIVITY	COMMENTS
January 23, 2025	Initial Email List	Max Reiner to send Jim Kent at EPPA (Educator Preparation Program Approval) and DRE (Data, Research and Evaluation) email list
January 27, 2025	Final Email List	Jim Kent and DRE to prepare final email list
February 7, 2025	Pre-notice to HR/ Institutions	Jim Kent to send pre-notice to HR/Institutional Research staff
February 7, 2025	Pre-notice	DRE to send pre-notice to principals and teachers
February 12, 2025	Email Invitation	DRE to send invitation to principals and teachers
February 12, 2025	Notice to Institutions	Jim Kent to enlist help from institutions in reaching out to teachers and principals
Every Thursday, February 13 - March 6, 2025	Bulletin Announcement	NDE Helpdesk to include NTYTS announcement on weekly bulletin
February 20, 2025	Non-respondent List Preparation	DRE to send non-respondent lists to Jim Kent
February 20, 2025	Information for Preparation Institutions	Jim Kent to send non-respondent lists to institutions
February 20, 2025	1 st Email Reminder	DRE to send reminder to non-respondents
February 27, 2025	2 nd Email Reminder	DRE to send reminder to non-respondents
March 3, 2025	Final Email Reminder	Jim Kent to send email to Institutions NDE to send final reminder to non-respondents
March 14, 2025	Closure	DRE to close the NTYTS



Pre-notice to HR/Institutional Research Staff

Date: February 7, 2025

To: [Human Resource and Institutional Research Contacts]

Subject: Announcement of the 2024-2025 Nebraska 3rd Year Teacher Survey

Attachment: survey.pdf

Good morning,

We are once again scheduled to distribute the 2024-25 Nebraska 3rd Year Teacher Survey, now in its 9th year of statewide distribution. We were extremely pleased with the approximately 63.84% response rate for principals and 56.15% 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 12, 2025 to 3rd year teachers and their principals.

This email is being sent to a list I have created for Educator Preparation Program 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 cursive script that reads "Jim Kent".

Jim Kent
Director Educator Preparation Program Approval
Office of Accountability, Accreditation, & Program Approval
jim.kent@nebraska.gov



Pre-notice to Principals

Date: February 7, 2025

To: [Principal_Email]

Subject: Announcement of the 2024-2025 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 2024-25 Nebraska 3rd Year Teacher Survey which will be sent via email to you on February 12, 2025. This survey will be sent to principals who have teachers who are completing their **3rd full year of teaching on a regular teaching certificate in 2024-2025** ("Initial" rank teaching certificates issued between 9/1/2021 and 8/31/2022), as defined by the Nebraska Department of Education. 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 note is the addition of supplemental questions regarding the teachers preparation in the area of science of reading.**

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 **February 10, 2025** at nde.research@nebraska.gov. This will allow us to direct the actual survey, which will be sent on **February 12, 2025** 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 2024-2025, 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 cursive script that reads "Jim Kent".

Jim Kent

Director Educator Preparation Program Approval

Office of Accountability, Accreditation, & Program Approval

jim.kent@nebraska.gov



Pre-notice to Teachers

Date: February 7, 2025

To: [Teacher_Email]

Subject: Announcement of the 2024-2025 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 2024-25 Nebraska 3rd Year Teacher Survey which will be sent via email to you on February 12, 2025. Our records indicate that you completed a teacher preparation program at a Nebraska institution and are completing your 3rd full year of teaching on a regular initial teaching certificate in 2024-2025. This survey will specifically be directed to teachers who are completing their **3rd full year of teaching on a regular teaching certificate in 2024-2025** ("Initial" rank teaching certificates issued between 9/1/2021 and 8/31/2022). 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 note is the addition of supplemental questions regarding the preparation in the area of science of reading.**

If you believe you have received this email in error, please notify us by February 10, 2025 at nde.research@nebraska.gov. This will allow us to direct the actual survey, which will be sent on February 12, 2025 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 2024-2025 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 cursive script that reads "Jim Kent".

Jim Kent

Director Educator Preparation Program Approval
Office of Accountability, Accreditation, & Program Approval
jim.kent@nebraska.gov



Email Invitation to Principals

Date: February 12, 2025

To: [Principal_Email]

Subject: 2024-25 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 2024-25 Nebraska 3rd Year Teacher survey, for which you should have received an advance notice email on February 7, 2025. You will receive a separate survey invitation via email for each teacher in your building that will complete their **3rd full year of teaching on a regular teaching certificate in 2024-2025** ("Initial" rank teaching certificates issued between 9/1/2021 and 8/31/2022).

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.

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}

Follow this link to the survey:

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

Or copy and paste the URL below into your internet browser:

[\\${l://SurveyURL}](#)

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 2024-25 Nebraska 3rd Year Teacher Survey. The survey will close on **March 14, 2025, 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 black ink that reads "Jim Kent".

Jim Kent
Director Educator Preparation Program Approval
Office of Accountability, Accreditation, & Program Approval
jim.kent@nebraska.gov



Email Invitation to Teachers

Date: February 12, 2025

To: [Teacher Email]

Subject: 2024-25 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 on a regular teaching certificate in 2024-2025** ("Initial" rank teaching certificates issued between 9/1/2021 and 8/31/2022), NDE is requesting your participation in the 2024-25 Nebraska 3rd Year Teacher survey, for which you should have received an advance notice email on February 7, 2025.

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.

Follow this link to the survey:
\${l://SurveyLink?d=Take the Survey}

Or copy and paste the URL below into your internet browser:
\${l://SurveyURL}

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 2024-25 Nebraska 3rd Year Teacher Survey. The survey will close on **March 14, 2025, 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,



Jim Kent

Jim Kent

Director Educator Preparation Program Approval

Office of Accountability, Accreditation, & Program Approval

jim.kent@nebraska.gov



Notice to Institutions

Date: February 12, 2025

To: [Institution Contacts]

Subject: 2024-25 Nebraska 3rd Year Teacher Survey Released Today

Attachments: PrincipallInvite.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 a reminder to principals/administrators and 3rd year teachers (associated with your institution) on or about March 3, 2025. This final reminder has always increased our response rates substantially, thus ensuring that as many respondents are heard from. We will provide you with the list of those who have yet to respond on or about March 3, 2025.

As always, THANK YOU for your continued support.

Sincerely,

A handwritten signature in cursive script that reads "Jim Kent".

Jim Kent
Director Educator Preparation Program Approval
Office of Accountability, Accreditation, & Program Approval
jim.kent@nebraska.gov



Bulletin Announcement

Date: Every Thursday, February 13 – March 6, 2025

To: [NDE Bulletin Recipients]

Subject: 2024-25 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 12, 2025 to complete the 2024-25 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 March 14, 2025.**



1st and 2nd Email Reminder to Principals

Date: February 20, 2025 and February 27, 2025

To: [Principal_Email]

Subject: Reminder: 2024-25 Nebraska 3rd Year Teacher Survey

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

On February 12, 2025 we sent you an email invitation to participate in the 2024-25 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 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 for your teacher **`\${e://Field/TeacherFirstName} \${e://Field/TeacherLastName}`**. Please note that you will receive a separate survey invitation via email for each teacher. 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 **March 14, 2025.**

The survey can be accessed by clicking on the following link:
2024-2025 Nebraska 3rd Year Principal Survey.pdf

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

Sincerely,

A handwritten signature in cursive script that reads "Jim Kent".

Jim Kent
Director Educator Preparation Program Approval
Office of Accountability, Accreditation, & Program Approval
jim.kent@nebraska.gov



1st and 2nd Email Reminder to Teachers

Date: February 20, 2025 and February 27, 2025

To: [Teacher_Email]

Subject: Reminder: 2024-25 Nebraska 3rd Year Teacher Survey

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

On February 12, 2025 we sent you an email invitation to participate in the 2024-25 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 **March 14, 2025.**

The survey can be accessed by clicking on the following link:
2024-2025 Nebraska 3rd Year Teacher Survey.pdf

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

Sincerely,

A handwritten signature in cursive script that reads "Jim Kent".

Jim Kent
Director Educator Preparation Program Approval
Office of Accountability, Accreditation, & Program Approval
jim.kent@nebraska.gov



Help Request: Final Email Reminder

Date: March 3, 2025

To: [Institution Contacts]

Subject: Reminder Help: 2024-2025 Nebraska 3rd Year Teacher Survey

Attachment: List.xls

Good morning,

Attached you will find the list of principals and 3rd year teachers who have not yet responded to the 2024-25 Nebraska 3rd Year Teacher Survey as of **March 3, 2025**. 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 62.99% response rate for principals and 39.52% for teachers, and our goal is to increase that significantly!

The following is a suggestion for your email contact to the principals and 3rd year teachers on March 3, 2025:

Subject: Final Reminder: 2024-25 Nebraska 3rd Year Teacher Survey

Greetings!

On **February 12, 2025** you received a request from the Nebraska Department of Education (NDE) to participate in the 2024-25 Nebraska 3rd 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 3rd year teacher(s) employed by your school system was effectively prepared; or
2. 3rd 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, March 14, 2025**.

Note to principals: The survey is not intended to be an evaluation of the 3rd 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 **February 12, 2025**, 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 cursive script that reads "Jim Kent".

Jim Kent



Director Educator Preparation Program Approval
Office of Accountability, Accreditation, & Program Approval
jim.kent@nebraska.gov

Table 10. Average Responses for Each Standard within an Indicator

	Principals	Teachers
Standard 1.1	2.1374	2.0754
Standard 1.2	2.1450	2.0952
Standard 2.1	2.1247	1.9802
Standard 2.2	2.0331	1.8373
Standard 2.3	2.0611	1.9643
Standard 3.1	2.3715	2.5119
Standard 3.2	2.2061	2.1349
Standard 4.1	2.2316	2.2183
Standard 4.2	2.2595	2.2262
Standard 4.3	2.2188	2.2143
Standard 5.1	2.0331	1.9365
Standard 5.2	2.0967	1.9921
Standard 6.1	2.1399	2.0873
Standard 6.2	2.1145	2.1587
Standard 6.3	2.0789	1.9722
Standard 6.4	2.0509	1.9246
Standard 7.1	2.1628	2.1032
Standard 7.2	2.0891	2.0675
Standard 8.1	2.1781	2.0992
Standard 8.2	2.0814	2.0079
Standard 8.3	2.1018	2.0238
Standard 9.1	2.2723	2.2143
Standard 9.2	2.1476	2.1468
Standard 10.1	2.2417	2.3651
Standard 10.2	2.1628	2.1706

Table 11. T-test Results of Indicators

Indicator	t-value (p-value)
1. Learner Development	-1.138 (0.256)
2. Learning Differences	-2.943 (0.003)
3. Learning Environments	0.658 (0.511)
4. Content Knowledge	-0.391 (0.696)
5. Application of Content	-1.992 (0.047)
6. Assessment	-1.292 (0.197)
7. Planning for Instruction	-0.828 (0.408)
8. Instructional Strategies	-1.658 (0.098)
9. Professional Learning and Ethical Practice	-0.588 (0.556)
10. Leadership and Collaboration	1.305 (0.192)

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	0.7	0.71	1.00

Indicator 3. Learning Environments (Principals)

Correlation Coefficient	Standard 3.1	Standard 3.2
Standard 3.1	1.00	
Standard 3.2	0.78	1.00

Indicator 4. Content Knowledge (Principals)

Correlation Coefficient	Standard 4.1	Standard 4.2	Standard 4.3
Standard 4.1	1.00		
Standard 4.2	0.81	1.00	
Standard 4.3	0.8	0.75	1.00

Indicator 5. Application of Content (Principals)

Correlation Coefficient	Standard 5.1	Standard 5.2
Standard 5.1	1.00	
Standard 5.2	0.83	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	0.77	0.73	1.00	
Standard 6.4	0.72	0.74	0.86	1.00

Indicator 7. Planning for Instruction (Principals)

Correlation Coefficient	Standard 7.1	Standard 7.2
Standard 7.1	1.00	
Standard 7.2	0.81	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	0.7	1.00	
Standard 8.3	0.66	0.74	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	0.81	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	0.69	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	0.72	1.00	
Standard 2.3	0.4	0.52	1.00

Indicator 3. Learning Environments (Teachers)

Correlation Coefficient	Standard 3.1	Standard 3.2
Standard 3.1	1.00	
Standard 3.2	0.55	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	0.76	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	0.71	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	0.68	1.00		
Standard 6.3	0.53	0.57	1.00	
Standard 6.4	0.56	0.50	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	0.67	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	0.47	1.00	
Standard 8.3	0.38	0.54	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	0.76	1.00

Indicator 10. Leadership and Collaboration (Teachers)

Correlation Coefficient	Standard 10.1	Standard 10.2
Standard 10.1	1.00	
Standard 10.2	0.71	1.00

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

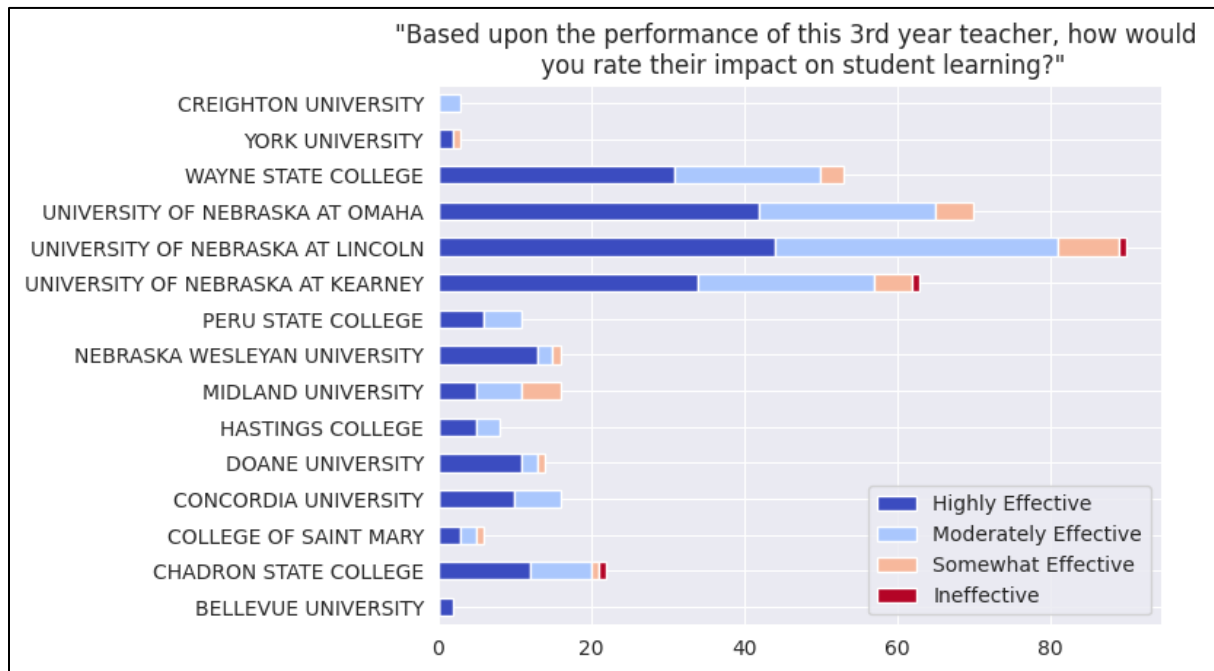


Figure 12. Responses to Question 12 by Preparation Institution (Principals)

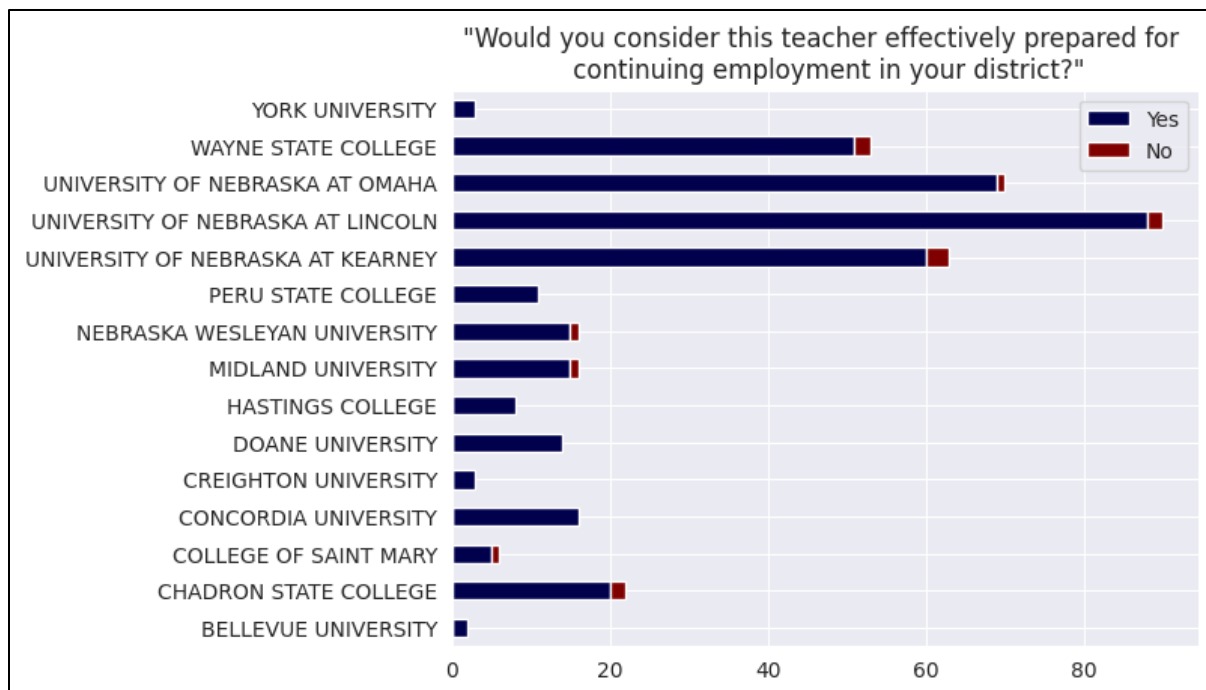


Figure 13. Responses to Question 11 by Preparation Institution (Teachers)

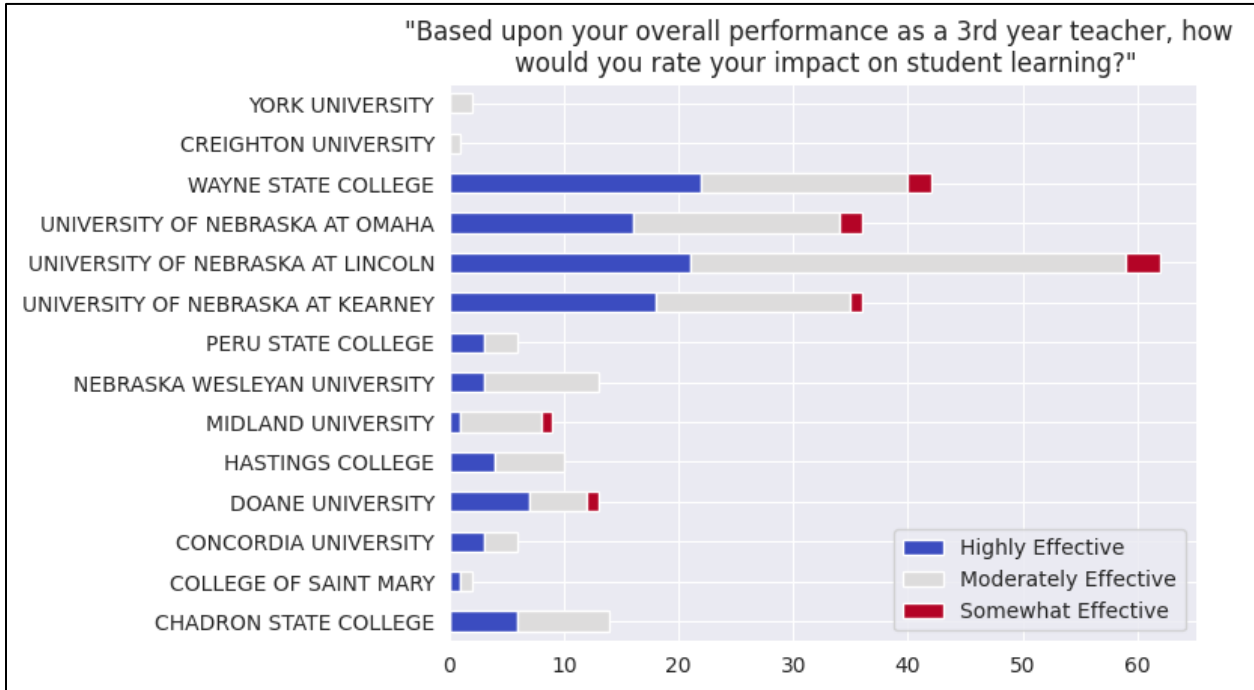


Figure 14. Responses to Question 12 by Preparation Institution (Teachers)

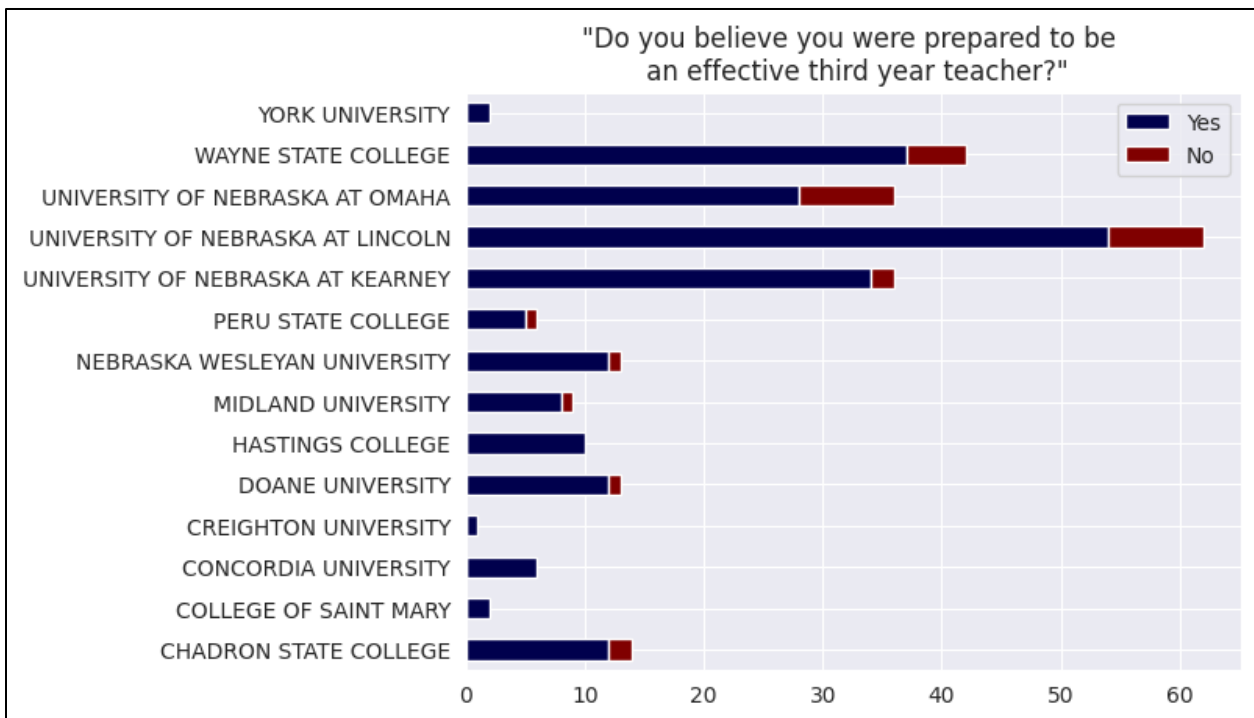


Figure 15. Survey Responses by Endorsement Type (Principals)

STATEWIDE (PRINCIPALS NTYTS 2025)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
Standard 1.1	Content Endorsements	61	32.1%	103	54.2%	23	12.1%	3	1.6%	190
	Early Childhood	5	23.8%	15	71.4%	1	4.8%	0	0.0%	21
	Elementary	36	23.2%	93	60.0%	26	16.8%	0	0.0%	155
	Middle Grades	1	16.7%	5	83.3%	0	0.0%	0	0.0%	6
	Special Education	9	42.9%	10	47.6%	2	9.5%	0	0.0%	21
	Total	112	28.5%	226	57.5%	52	13.2%	3	0.8%	393
Standard 1.2	Content Endorsements	59	31.1%	105	55.3%	21	11.1%	5	2.6%	190
	Early Childhood	7	33.3%	13	61.9%	1	4.8%	0	0.0%	21
	Elementary	40	25.8%	89	57.4%	26	16.8%	0	0.0%	155
	Middle Grades	1	16.7%	5	83.3%	0	0.0%	0	0.0%	6
	Special Education	9	42.9%	11	52.4%	1	4.8%	0	0.0%	21
	Total	116	29.5%	223	56.7%	49	12.5%	5	1.3%	393
Standard 2.1	Content Endorsements	52	27.4%	109	57.4%	26	13.7%	3	1.6%	190
	Early Childhood	5	23.8%	14	66.7%	2	9.5%	0	0.0%	21
	Elementary	38	24.5%	96	61.9%	21	13.5%	0	0.0%	155
	Middle Grades	1	16.7%	4	66.7%	1	16.7%	0	0.0%	6
	Special Education	9	42.9%	12	57.1%	0	0.0%	0	0.0%	21
	Total	105	26.7%	235	59.8%	50	12.7%	3	0.8%	393
Standard 2.2	Content Endorsements	47	24.7%	106	55.8%	32	16.8%	5	2.6%	190
	Early Childhood	4	19.0%	14	66.7%	2	9.5%	1	4.8%	21
	Elementary	38	24.5%	81	52.3%	35	22.6%	1	0.6%	155
	Middle Grades	1	16.7%	3	50.0%	2	33.3%	0	0.0%	6
	Special Education	9	42.9%	11	52.4%	1	4.8%	0	0.0%	21
	Total	99	25.2%	215	54.7%	72	18.3%	7	1.8%	393
Standard 2.3	Content Endorsements	57	30.0%	101	53.2%	27	14.2%	5	2.6%	190
	Early Childhood	4	19.0%	12	57.1%	5	23.8%	0	0.0%	21
	Elementary	31	20.0%	93	60.0%	31	20.0%	0	0.0%	155
	Middle Grades	1	16.7%	5	83.3%	0	0.0%	0	0.0%	6

STATEWIDE (PRINCIPALS NTYTS 2025)

	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Special Education	8	38.1%	9	42.9%	4	19.0%	0	0.0%	21
	Total	101	25.7%	220	56.0%	67	17.0%	5	1.3%	393
Standard 3.1	Content Endorsements	93	48.9%	74	38.9%	19	10.0%	4	2.1%	190
	Early Childhood	12	57.1%	8	38.1%	1	4.8%	0	0.0%	21
	Elementary	68	43.9%	78	50.3%	8	5.2%	1	0.6%	155
	Middle Grades	2	33.3%	4	66.7%	0	0.0%	0	0.0%	6
	Special Education	10	47.6%	10	47.6%	1	4.8%	0	0.0%	21
	Total	185	47.1%	174	44.3%	29	7.4%	5	1.3%	393
Standard 3.2	Content Endorsements	79	41.6%	75	39.5%	31	16.3%	5	2.6%	190
	Early Childhood	8	38.1%	11	52.4%	2	9.5%	0	0.0%	21
	Elementary	56	36.1%	74	47.7%	23	14.8%	2	1.3%	155
	Middle Grades	2	33.3%	4	66.7%	0	0.0%	0	0.0%	6
	Special Education	8	38.1%	11	52.4%	2	9.5%	0	0.0%	21
	Total	153	38.9%	175	44.5%	58	14.8%	7	1.8%	393
Standard 4.1	Content Endorsements	74	38.9%	103	54.2%	13	6.8%	0	0.0%	190
	Early Childhood	3	14.3%	17	81.0%	1	4.8%	0	0.0%	21
	Elementary	38	24.5%	100	64.5%	17	11.0%	0	0.0%	155
	Middle Grades	1	16.7%	5	83.3%	0	0.0%	0	0.0%	6
	Special Education	6	28.6%	15	71.4%	0	0.0%	0	0.0%	21
	Total	122	31.0%	240	61.1%	31	7.9%	0	0.0%	393
Standard 4.2	Content Endorsements	75	39.5%	104	54.7%	10	5.3%	1	0.5%	190
	Early Childhood	5	23.8%	14	66.7%	2	9.5%	0	0.0%	21
	Elementary	42	27.1%	101	65.2%	12	7.7%	0	0.0%	155
	Middle Grades	1	16.7%	5	83.3%	0	0.0%	0	0.0%	6
	Special Education	6	28.6%	14	66.7%	1	4.8%	0	0.0%	21
	Total	129	32.8%	238	60.6%	25	6.4%	1	0.3%	393
Standard 4.3	Content Endorsements	68	35.8%	106	55.8%	16	8.4%	0	0.0%	190
	Early Childhood	4	19.0%	17	81.0%	0	0.0%	0	0.0%	21
	Elementary	41	26.5%	96	61.9%	18	11.6%	0	0.0%	155

STATEWIDE (PRINCIPALS NTYTS 2025)

	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Middle Grades	1	16.7%	5	83.3%	0	0.0%	0	0.0%	6
	Special Education	6	28.6%	15	71.4%	0	0.0%	0	0.0%	21
	Total	120	30.5%	239	60.8%	34	8.7%	0	0.0%	393
Standard 5.1	Content Endorsements	45	23.7%	112	58.9%	28	14.7%	5	2.6%	190
	Early Childhood	2	9.5%	15	71.4%	4	19.0%	0	0.0%	21
	Elementary	33	21.3%	91	58.7%	30	19.4%	1	0.6%	155
	Middle Grades	1	16.7%	5	83.3%	0	0.0%	0	0.0%	6
	Special Education	8	38.1%	11	52.4%	2	9.5%	0	0.0%	21
	Total	89	22.6%	234	59.5%	64	16.3%	6	1.5%	393
Standard 5.2	Content Endorsements	48	25.3%	110	57.9%	28	14.7%	4	2.1%	190
	Early Childhood	5	23.8%	13	61.9%	3	14.3%	0	0.0%	21
	Elementary	34	21.9%	103	66.5%	17	11.0%	1	0.6%	155
	Middle Grades	2	33.3%	4	66.7%	0	0.0%	0	0.0%	6
	Special Education	8	38.1%	12	57.1%	1	4.8%	0	0.0%	21
	Total	97	24.7%	242	61.6%	49	12.5%	5	1.3%	393
Standard 6.1	Content Endorsements	56	29.5%	113	59.5%	19	10.0%	2	1.1%	190
	Early Childhood	2	9.5%	17	81.0%	2	9.5%	0	0.0%	21
	Elementary	39	25.2%	93	60.0%	23	14.8%	0	0.0%	155
	Middle Grades	1	16.7%	4	66.7%	1	16.7%	0	0.0%	6
	Special Education	7	33.3%	13	61.9%	1	4.8%	0	0.0%	21
	Total	105	26.7%	240	61.1%	46	11.7%	2	0.5%	393
Standard 6.2	Content Endorsements	55	28.9%	107	56.3%	26	13.7%	2	1.1%	190
	Early Childhood	2	9.5%	16	76.2%	3	14.3%	0	0.0%	21
	Elementary	39	25.2%	91	58.7%	25	16.1%	0	0.0%	155
	Middle Grades	1	16.7%	5	83.3%	0	0.0%	0	0.0%	6
	Special Education	6	28.6%	15	71.4%	0	0.0%	0	0.0%	21
	Total	103	26.2%	234	59.5%	54	13.7%	2	0.5%	393
Standard 6.3	Content Endorsements	48	25.3%	112	58.9%	27	14.2%	3	1.6%	190
	Early Childhood	5	23.8%	14	66.7%	2	9.5%	0	0.0%	21

STATEWIDE (PRINCIPALS NTYTS 2025)

	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Elementary	41	26.5%	81	52.3%	33	21.3%	0	0.0%	155
	Middle Grades	1	16.7%	3	50.0%	2	33.3%	0	0.0%	6
	Special Education	7	33.3%	13	61.9%	1	4.8%	0	0.0%	21
	Total	102	26.0%	223	56.7%	65	16.5%	3	0.8%	393
Standard 6.4	Content Endorsements	48	25.3%	110	57.9%	29	15.3%	3	1.6%	190
	Early Childhood	3	14.3%	14	66.7%	3	14.3%	1	4.8%	21
	Elementary	36	23.2%	88	56.8%	31	20.0%	0	0.0%	155
	Middle Grades	1	16.7%	3	50.0%	2	33.3%	0	0.0%	6
	Special Education	7	33.3%	12	57.1%	2	9.5%	0	0.0%	21
Total	95	24.2%	227	57.8%	67	17.0%	4	1.0%	393	
Standard 7.1	Content Endorsements	59	31.1%	109	57.4%	21	11.1%	1	0.5%	190
	Early Childhood	3	14.3%	16	76.2%	2	9.5%	0	0.0%	21
	Elementary	41	26.5%	95	61.3%	19	12.3%	0	0.0%	155
	Middle Grades	1	16.7%	4	66.7%	1	16.7%	0	0.0%	6
	Special Education	7	33.3%	12	57.1%	2	9.5%	0	0.0%	21
Total	111	28.2%	236	60.1%	45	11.5%	1	0.3%	393	
Standard 7.2	Content Endorsements	56	29.5%	105	55.3%	26	13.7%	3	1.6%	190
	Early Childhood	3	14.3%	16	76.2%	2	9.5%	0	0.0%	21
	Elementary	32	20.6%	96	61.9%	27	17.4%	0	0.0%	155
	Middle Grades	1	16.7%	4	66.7%	1	16.7%	0	0.0%	6
	Special Education	7	33.3%	12	57.1%	2	9.5%	0	0.0%	21
Total	99	25.2%	233	59.3%	58	14.8%	3	0.8%	393	
Standard 8.1	Content Endorsements	60	31.6%	108	56.8%	19	10.0%	3	1.6%	190
	Early Childhood	5	23.8%	13	61.9%	3	14.3%	0	0.0%	21
	Elementary	41	26.5%	99	63.9%	15	9.7%	0	0.0%	155
	Middle Grades	1	16.7%	5	83.3%	0	0.0%	0	0.0%	6
	Special Education	6	28.6%	15	71.4%	0	0.0%	0	0.0%	21
Total	113	28.8%	240	61.1%	37	9.4%	3	0.8%	393	
Standard 8.2	Content Endorsements	49	25.8%	109	57.4%	29	15.3%	3	1.6%	190

STATEWIDE (PRINCIPALS NTYTS 2025)

	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Early Childhood	2	9.5%	17	81.0%	2	9.5%	0	0.0%	21
	Elementary	36	23.2%	93	60.0%	26	16.8%	0	0.0%	155
	Middle Grades	1	16.7%	5	83.3%	0	0.0%	0	0.0%	6
	Special Education	7	33.3%	14	66.7%	0	0.0%	0	0.0%	21
	Total	95	24.2%	238	60.6%	57	14.5%	3	0.8%	393
Standard 8.3	Content Endorsements	59	31.1%	94	49.5%	32	16.8%	5	2.6%	190
	Early Childhood	6	28.6%	12	57.1%	3	14.3%	0	0.0%	21
	Elementary	42	27.1%	87	56.1%	24	15.5%	2	1.3%	155
	Middle Grades	1	16.7%	4	66.7%	1	16.7%	0	0.0%	6
	Special Education	8	38.1%	11	52.4%	2	9.5%	0	0.0%	21
	Total	116	29.5%	208	52.9%	62	15.8%	7	1.8%	393
Standard 9.1	Content Endorsements	80	42.1%	90	47.4%	16	8.4%	4	2.1%	190
	Early Childhood	7	33.3%	14	66.7%	0	0.0%	0	0.0%	21
	Elementary	55	35.5%	80	51.6%	20	12.9%	0	0.0%	155
	Middle Grades	2	33.3%	4	66.7%	0	0.0%	0	0.0%	6
	Special Education	7	33.3%	14	66.7%	0	0.0%	0	0.0%	21
	Total	151	38.4%	202	51.4%	36	9.2%	4	1.0%	393
Standard 9.2	Content Endorsements	63	33.2%	102	53.7%	22	11.6%	3	1.6%	190
	Early Childhood	4	19.0%	16	76.2%	1	4.8%	0	0.0%	21
	Elementary	39	25.2%	91	58.7%	24	15.5%	1	0.6%	155
	Middle Grades	1	16.7%	5	83.3%	0	0.0%	0	0.0%	6
	Special Education	6	28.6%	15	71.4%	0	0.0%	0	0.0%	21
	Total	113	28.8%	229	58.3%	47	12.0%	4	1.0%	393
Standard 10.1	Content Endorsements	76	40.0%	96	50.5%	16	8.4%	2	1.1%	190
	Early Childhood	4	19.0%	15	71.4%	2	9.5%	0	0.0%	21
	Elementary	46	29.7%	94	60.6%	14	9.0%	1	0.6%	155
	Middle Grades	2	33.3%	3	50.0%	1	16.7%	0	0.0%	6
	Special Education	7	33.3%	13	61.9%	1	4.8%	0	0.0%	21
	Total	135	34.4%	221	56.2%	34	8.7%	3	0.8%	393

STATEWIDE (PRINCIPALS NTYTS 2025)

	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
Standard 10.2	Content Endorsements	64	33.7%	99	52.1%	24	12.6%	3	1.6%	190
	Early Childhood	5	23.8%	13	61.9%	3	14.3%	0	0.0%	21
	Elementary	46	29.7%	85	54.8%	23	14.8%	1	0.6%	155
	Middle Grades	2	33.3%	4	66.7%	0	0.0%	0	0.0%	6
	Special Education	7	33.3%	12	57.1%	2	9.5%	0	0.0%	21
	Total	124	31.6%	213	54.2%	52	13.2%	4	1.0%	393

Figure 16. Survey Responses by Endorsement Type (Teachers)

STATEWIDE (TEACHERS NTYTS 2025)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
Standard 1.1	Content Endorsements	32	25.8%	82	66.1%	9	7.3%	1	0.8%	124
	Early Childhood	0	0.0%	9	90.0%	1	10.0%	0	0.0%	10
	Elementary	20	19.0%	64	61.0%	20	19.0%	1	1.0%	105
	Middle Grades	1	20.0%	4	80.0%	0	0.0%	0	0.0%	5
	Special Education	1	12.5%	6	75.0%	1	12.5%	0	0.0%	8
	Total	54	21.4%	165	65.5%	31	12.3%	2	0.8%	252
Standard 1.2	Content Endorsements	36	29.0%	75	60.5%	12	9.7%	1	0.8%	124
	Early Childhood	0	0.0%	10	100.0%	0	0.0%	0	0.0%	10
	Elementary	23	21.9%	63	60.0%	17	16.2%	2	1.9%	105
	Middle Grades	0	0.0%	4	80.0%	1	20.0%	0	0.0%	5
	Special Education	2	25.0%	5	62.5%	1	12.5%	0	0.0%	8
	Total	61	24.2%	157	62.3%	31	12.3%	3	1.2%	252
Standard 2.1	Content Endorsements	31	25.0%	66	53.2%	25	20.2%	2	1.6%	124
	Early Childhood	1	10.0%	8	80.0%	1	10.0%	0	0.0%	10
	Elementary	21	20.0%	61	58.1%	20	19.0%	3	2.9%	105
	Middle Grades	0	0.0%	3	60.0%	1	20.0%	1	20.0%	5
	Special Education	2	25.0%	5	62.5%	1	12.5%	0	0.0%	8
	Total	55	21.8%	143	56.7%	48	19.0%	6	2.4%	252
Standard 2.2	Content Endorsements	25	20.2%	62	50.0%	34	27.4%	3	2.4%	124
	Early Childhood	1	10.0%	8	80.0%	1	10.0%	0	0.0%	10
	Elementary	13	12.4%	58	55.2%	29	27.6%	5	4.8%	105
	Middle Grades	0	0.0%	3	60.0%	2	40.0%	0	0.0%	5
	Special Education	3	37.5%	4	50.0%	1	12.5%	0	0.0%	8
	Total	42	16.7%	135	53.6%	67	26.6%	8	3.2%	252
Standard 2.3	Content Endorsements	30	24.2%	64	51.6%	27	21.8%	3	2.4%	124
	Early Childhood	2	20.0%	7	70.0%	1	10.0%	0	0.0%	10
	Elementary	21	20.0%	63	60.0%	17	16.2%	4	3.8%	105
	Middle Grades	0	0.0%	4	80.0%	0	0.0%	1	20.0%	5
	Special Education	2	25.0%	3	37.5%	3	37.5%	0	0.0%	8
	Total	55	21.8%	141	56.0%	48	19.0%	8	3.2%	252

STATEWIDE (TEACHERS NTYTS 2025)

	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
Standard 3.1	Content Endorsements	74	59.7%	45	36.3%	5	4.0%	0	0.0%	124
	Early Childhood	5	50.0%	4	40.0%	1	10.0%	0	0.0%	10
	Elementary	56	53.3%	42	40.0%	7	6.7%	0	0.0%	105
	Middle Grades	4	80.0%	1	20.0%	0	0.0%	0	0.0%	5
	Special Education	3	37.5%	5	62.5%	0	0.0%	0	0.0%	8
	Total	142	56.3%	97	38.5%	13	5.2%	0	0.0%	252
Standard 3.2	Content Endorsements	50	40.3%	56	45.2%	13	10.5%	5	4.0%	124
	Early Childhood	0	0.0%	9	90.0%	0	0.0%	1	10.0%	10
	Elementary	32	30.5%	53	50.5%	14	13.3%	6	5.7%	105
	Middle Grades	1	20.0%	4	80.0%	0	0.0%	0	0.0%	5
	Special Education	3	37.5%	4	50.0%	1	12.5%	0	0.0%	8
	Total	86	34.1%	126	50.0%	28	11.1%	12	4.8%	252
Standard 4.1	Content Endorsements	55	44.4%	64	51.6%	5	4.0%	0	0.0%	124
	Early Childhood	0	0.0%	10	100.0%	0	0.0%	0	0.0%	10
	Elementary	22	21.0%	67	63.8%	15	14.3%	1	1.0%	105
	Middle Grades	1	20.0%	3	60.0%	1	20.0%	0	0.0%	5
	Special Education	1	12.5%	6	75.0%	1	12.5%	0	0.0%	8
	Total	79	31.3%	150	59.5%	22	8.7%	1	0.4%	252
Standard 4.2	Content Endorsements	53	42.7%	63	50.8%	8	6.5%	0	0.0%	124
	Early Childhood	0	0.0%	10	100.0%	0	0.0%	0	0.0%	10
	Elementary	25	23.8%	66	62.9%	13	12.4%	1	1.0%	105
	Middle Grades	1	20.0%	3	60.0%	1	20.0%	0	0.0%	5
	Special Education	2	25.0%	6	75.0%	0	0.0%	0	0.0%	8
	Total	81	32.1%	148	58.7%	22	8.7%	1	0.4%	252
Standard 4.3	Content Endorsements	46	37.1%	71	57.3%	7	5.6%	0	0.0%	124
	Early Childhood	1	10.0%	9	90.0%	0	0.0%	0	0.0%	10
	Elementary	28	26.7%	63	60.0%	13	12.4%	1	1.0%	105
	Middle Grades	1	20.0%	3	60.0%	1	20.0%	0	0.0%	5
	Special Education	1	12.5%	7	87.5%	0	0.0%	0	0.0%	8
	Total	77	30.6%	153	60.7%	21	8.3%	1	0.4%	252
Standard 5.1	Content Endorsements	26	21.0%	81	65.3%	16	12.9%	1	0.8%	124
	Early Childhood	0	0.0%	9	90.0%	1	10.0%	0	0.0%	10

STATEWIDE (TEACHERS NTYTS 2025)

	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Elementary	15	14.3%	59	56.2%	28	26.7%	3	2.9%	105
	Middle Grades	0	0.0%	4	80.0%	0	0.0%	1	20.0%	5
	Special Education	1	12.5%	4	50.0%	3	37.5%	0	0.0%	8
	Total	42	16.7%	157	62.3%	48	19.0%	5	2.0%	252
Standard 5.2	Content Endorsements	31	25.0%	75	60.5%	16	12.9%	2	1.6%	124
	Early Childhood	0	0.0%	9	90.0%	1	10.0%	0	0.0%	10
	Elementary	18	17.1%	64	61.0%	18	17.1%	5	4.8%	105
	Middle Grades	0	0.0%	3	60.0%	1	20.0%	1	20.0%	5
	Special Education	1	12.5%	7	87.5%	0	0.0%	0	0.0%	8
	Total	50	19.8%	158	62.7%	36	14.3%	8	3.2%	252
Standard 6.1	Content Endorsements	37	29.8%	70	56.5%	17	13.7%	0	0.0%	124
	Early Childhood	1	10.0%	9	90.0%	0	0.0%	0	0.0%	10
	Elementary	20	19.0%	70	66.7%	12	11.4%	3	2.9%	105
	Middle Grades	1	20.0%	2	40.0%	2	40.0%	0	0.0%	5
	Special Education	2	25.0%	4	50.0%	2	25.0%	0	0.0%	8
	Total	61	24.2%	155	61.5%	33	13.1%	3	1.2%	252
Standard 6.2	Content Endorsements	43	34.7%	69	55.6%	9	7.3%	3	2.4%	124
	Early Childhood	1	10.0%	9	90.0%	0	0.0%	0	0.0%	10
	Elementary	26	24.8%	65	61.9%	13	12.4%	1	1.0%	105
	Middle Grades	1	20.0%	3	60.0%	1	20.0%	0	0.0%	5
	Special Education	2	25.0%	4	50.0%	2	25.0%	0	0.0%	8
	Total	73	29.0%	150	59.5%	25	9.9%	4	1.6%	252
Standard 6.3	Content Endorsements	30	24.2%	70	56.5%	21	16.9%	3	2.4%	124
	Early Childhood	0	0.0%	10	100.0%	0	0.0%	0	0.0%	10
	Elementary	16	15.2%	65	61.9%	20	19.0%	4	3.8%	105
	Middle Grades	1	20.0%	2	40.0%	2	40.0%	0	0.0%	5
	Special Education	4	50.0%	3	37.5%	1	12.5%	0	0.0%	8
	Total	51	20.2%	150	59.5%	44	17.5%	7	2.8%	252
Standard 6.4	Content Endorsements	25	20.2%	73	58.9%	23	18.5%	3	2.4%	124
	Early Childhood	0	0.0%	9	90.0%	1	10.0%	0	0.0%	10
	Elementary	14	13.3%	66	62.9%	22	21.0%	3	2.9%	105
	Middle Grades	0	0.0%	4	80.0%	1	20.0%	0	0.0%	5

STATEWIDE (TEACHERS NTYTS 2025)

	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Special Education	3	37.5%	3	37.5%	2	25.0%	0	0.0%	8
	Total	42	16.7%	155	61.5%	49	19.4%	6	2.4%	252
Standard 7.1	Content Endorsements	42	33.9%	67	54.0%	14	11.3%	1	0.8%	124
	Early Childhood	1	10.0%	8	80.0%	1	10.0%	0	0.0%	10
	Elementary	22	21.0%	65	61.9%	16	15.2%	2	1.9%	105
	Middle Grades	0	0.0%	3	60.0%	2	40.0%	0	0.0%	5
	Special Education	1	12.5%	6	75.0%	1	12.5%	0	0.0%	8
	Total	66	26.2%	149	59.1%	34	13.5%	3	1.2%	252
Standard 7.2	Content Endorsements	38	30.6%	67	54.0%	16	12.9%	3	2.4%	124
	Early Childhood	1	10.0%	8	80.0%	1	10.0%	0	0.0%	10
	Elementary	24	22.9%	59	56.2%	21	20.0%	1	1.0%	105
	Middle Grades	0	0.0%	4	80.0%	1	20.0%	0	0.0%	5
	Special Education	1	12.5%	7	87.5%	0	0.0%	0	0.0%	8
	Total	64	25.4%	145	57.5%	39	15.5%	4	1.6%	252
Standard 8.1	Content Endorsements	45	36.3%	62	50.0%	16	12.9%	1	0.8%	124
	Early Childhood	1	10.0%	7	70.0%	2	20.0%	0	0.0%	10
	Elementary	26	24.8%	55	52.4%	21	20.0%	3	2.9%	105
	Middle Grades	0	0.0%	5	100.0%	0	0.0%	0	0.0%	5
	Special Education	1	12.5%	6	75.0%	1	12.5%	0	0.0%	8
	Total	73	29.0%	135	53.6%	40	15.9%	4	1.6%	252
Standard 8.2	Content Endorsements	29	23.4%	74	59.7%	18	14.5%	3	2.4%	124
	Early Childhood	1	10.0%	8	80.0%	1	10.0%	0	0.0%	10
	Elementary	17	16.2%	68	64.8%	19	18.1%	1	1.0%	105
	Middle Grades	0	0.0%	4	80.0%	1	20.0%	0	0.0%	5
	Special Education	2	25.0%	6	75.0%	0	0.0%	0	0.0%	8
	Total	49	19.4%	160	63.5%	39	15.5%	4	1.6%	252
Standard 8.3	Content Endorsements	34	27.4%	69	55.6%	15	12.1%	6	4.8%	124
	Early Childhood	0	0.0%	9	90.0%	1	10.0%	0	0.0%	10
	Elementary	20	19.0%	67	63.8%	15	14.3%	3	2.9%	105
	Middle Grades	0	0.0%	4	80.0%	1	20.0%	0	0.0%	5
	Special Education	2	25.0%	6	75.0%	0	0.0%	0	0.0%	8
	Total	56	22.2%	155	61.5%	32	12.7%	9	3.6%	252

STATEWIDE (TEACHERS NTYTS 2025)

	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
Standard 9.1	Content Endorsements	49	39.5%	61	49.2%	13	10.5%	1	0.8%	124
	Early Childhood	2	20.0%	8	80.0%	0	0.0%	0	0.0%	10
	Elementary	33	31.4%	56	53.3%	15	14.3%	1	1.0%	105
	Middle Grades	0	0.0%	3	60.0%	2	40.0%	0	0.0%	5
	Special Education	4	50.0%	4	50.0%	0	0.0%	0	0.0%	8
	Total	88	34.9%	132	52.4%	30	11.9%	2	0.8%	252
Standard 9.2	Content Endorsements	44	35.5%	67	54.0%	13	10.5%	0	0.0%	124
	Early Childhood	1	10.0%	9	90.0%	0	0.0%	0	0.0%	10
	Elementary	26	24.8%	60	57.1%	18	17.1%	1	1.0%	105
	Middle Grades	0	0.0%	2	40.0%	3	60.0%	0	0.0%	5
	Special Education	2	25.0%	6	75.0%	0	0.0%	0	0.0%	8
	Total	73	29.0%	144	57.1%	34	13.5%	1	0.4%	252
Standard 10.1	Content Endorsements	63	50.8%	56	45.2%	5	4.0%	0	0.0%	124
	Early Childhood	1	10.0%	9	90.0%	0	0.0%	0	0.0%	10
	Elementary	42	40.0%	53	50.5%	10	9.5%	0	0.0%	105
	Middle Grades	0	0.0%	4	80.0%	1	20.0%	0	0.0%	5
	Special Education	2	25.0%	6	75.0%	0	0.0%	0	0.0%	8
	Total	108	42.9%	128	50.8%	16	6.3%	0	0.0%	252
Standard 10.2	Content Endorsements	52	41.9%	58	46.8%	12	9.7%	2	1.6%	124
	Early Childhood	1	10.0%	9	90.0%	0	0.0%	0	0.0%	10
	Elementary	30	28.6%	56	53.3%	15	14.3%	4	3.8%	105
	Middle Grades	0	0.0%	3	60.0%	1	20.0%	1	20.0%	5
	Special Education	3	37.5%	4	50.0%	1	12.5%	0	0.0%	8
	Total	86	34.1%	130	51.6%	29	11.5%	7	2.8%	252