



2025 Nebraska First 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 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 early-February to mid-March 2025. This year marks the eleventh successful implementation of the survey, with the survey being sent to both principals and first-year teachers for the ninth time. Surveys were distributed to the principals of first-year teachers, and to the first-year teachers themselves, who completed their preparation programs at various preparation institutions in the state. The participating institutions, with at least one survey returned (Bellevue University was excluded as no surveys were returned), 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 Adventist University
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 previous years, 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 2024-2025 school year and received their initial teaching endorsement during the 2023-2024 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 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, 888 surveys were distributed to principals and 595 were returned, resulting in a response rate of 67.00%. This response rate represents an 8.91% increase from that of last year’s NFYTS administration. For teachers, 891 surveys were distributed and 422 were returned, resulting in a response rate of 47.36%. The response rate represents an 7.55% 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 another.

Table 1. Responses for each preparation institution (Principals)

	Preparation Institution	Responses (n)	Sample	Response Rate (%)
1	Bellevue University	0	0	N/A
2	Chadron State College	29	48	60.42%
3	College of Saint Mary	6	9	66.67%
4	Concordia University	17	23	73.91%
5	Creighton University	4	9	44.44%
6	Doane University	28	43	65.12%
7	Hastings College	11	20	55.00%
8	Midland University	31	43	72.09%
9	Nebraska Wesleyan University	10	21	47.62%
10	Peru State College	19	27	70.37%
11	University of Nebraska at Kearney	140	211	66.35%
12	University of Nebraska at Lincoln	120	179	67.04%
13	University of Nebraska at Omaha	104	154	67.53%
14	Wayne State College	73	96	76.04%
15	Union Adventist University	0	1	0.00%
16	York University	3	4	75.00%
	Total	595	888	67.00%

Table 2. Responses for each preparation institution (Teachers)

	Preparation Institution	Responses (n)	Sample	Response Rate (%)
1	Bellevue University	0	0	N/A
2	Chadron State College	24	49	48.98%
3	College of Saint Mary	4	9	44.44%
4	Concordia University	10	24	41.67%
5	Creighton University	5	10	50.00%
6	Doane University	19	43	44.19%
7	Hastings College	11	19	57.89%
8	Midland University	25	43	58.14%
9	Nebraska Wesleyan University	15	21	71.43%
10	Peru State College	12	27	44.44%
11	University of Nebraska at Kearney	96	214	44.86%
12	University of Nebraska at Lincoln	80	178	44.94%
13	University of Nebraska at Omaha	65	151	43.05%
14	Wayne State College	53	98	54.08%
15	Union Adventist University	1	1	100.00%
16	York University	2	4	50.00%
	Total	422	891	47.36%

Results

Descriptive Statistics

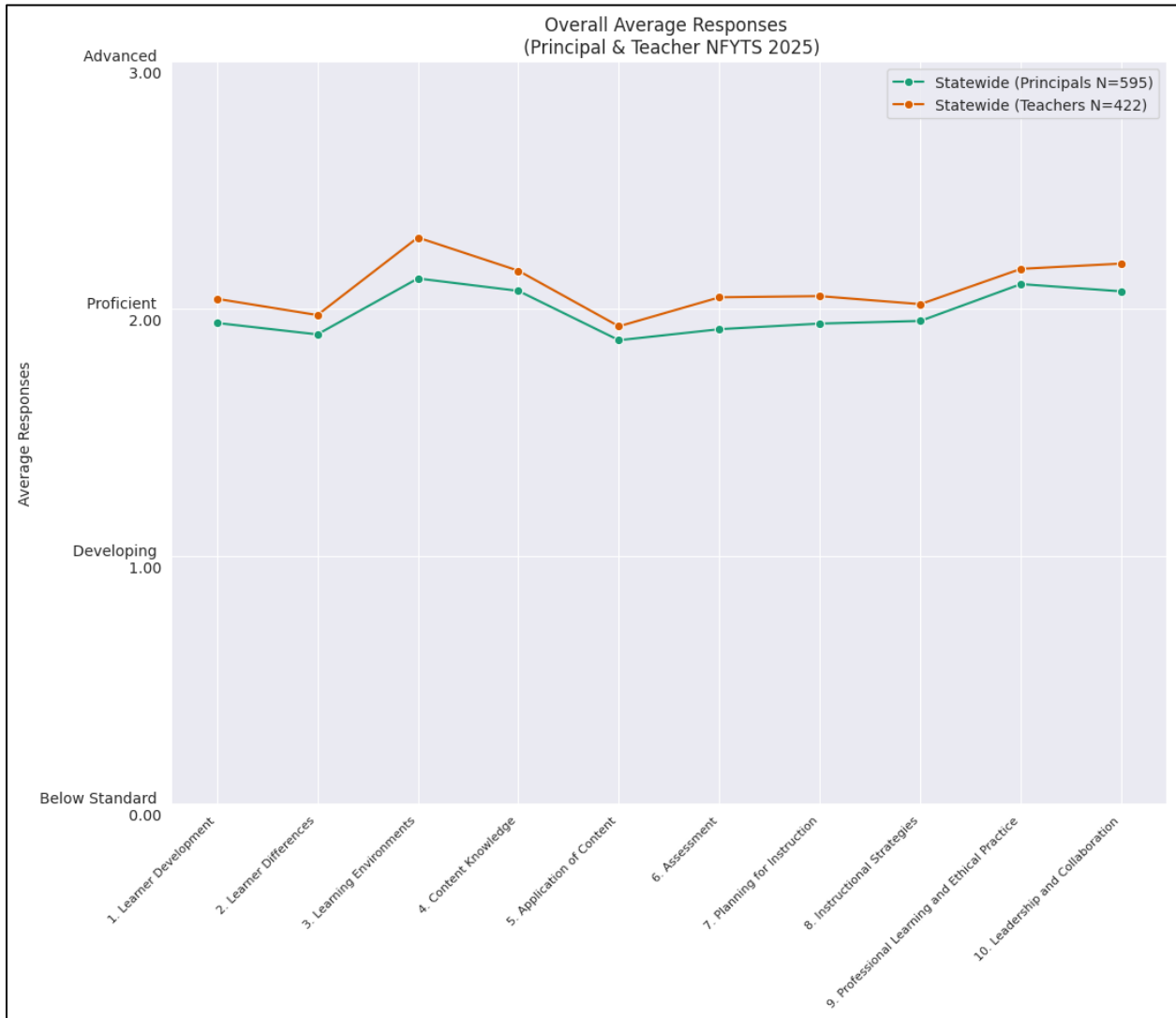
For the purpose of our analyses, the response options for both principals and teachers were given a numerical value (3=Advanced, 2= Proficient, 1=Developing, 0=Below Standard), summed by Standard Indicator category, and then averaged. Each preparation institution also received a report containing results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

Figure 1. Survey Standard Indicators

Standard 1: Learner Development Standard 1.1 - Uses knowledge of students and their development and adjusts teaching to facilitate student learning. Standard 1.2 - Builds on student strengths to facilitate learning.
Standard 2: Learning Differences Standard 2.1 - Can identify differentiation in student needs. Standard 2.2 - Responds to differentiation in student needs with individualized instruction and varied learning experiences. Standard 2.3 - Brings multiple perspectives and cultural resources to content and discussions.
Standard 3: Learning Environments Standard 3.1 - Promotes a positive classroom environment. Standard 3.2 - Uses and communicates clear task and behavioral expectations to support an environment of learning.
Standard 4: Content Knowledge Standard 4.1 - Uses and communicates content knowledge. Standard 4.2 - Uses academic vocabulary and grammar. Standard 4.3 - Provides opportunities for students to demonstrate their content knowledge.
Standard 5: Application of Content Standard 5.1 - Helps students link concepts and engage in critical thinking. Standard 5.2 - Engages students in the development of literacy and communication skills.
Standard 6: Assessment Standard 6.1 - Matches instructions and assessments to learning objectives. Standard 6.2 - Uses formative and summative classroom assessments that facilitate learning. Standard 6.3 - Amends instructional strategies and adapts interventions as needed. Standard 6.4 - Provides differentiated instruction and assessments that positively impact learning
Standard 7: Planning for Instruction Standard 7.1 - Plans sequenced learning experiences and performance tasks linked to learning objectives. Standard 7.2 - Plans and implement multiple ways for students to demonstrate their knowledge and skills.
Standard 8: Instructional Strategies Standard 8.1 - Incorporates digital tools and technologies into instruction. Standard 8.2 - Uses evidence-based strategies to support critical thinking and content learning. 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 1.93 and 2.29 (“Proficient”). While the principals’ overall mean responses are similar to teachers’ overall mean responses, teachers reported a slightly higher average score on 10 out of 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 was found that principals and teachers significantly differed ($p < .05$) in their mean responses on 7 of the 10 indicators (all but Standard 5: Application of Content, Standard 8: Instructional Strategies, and Standard 9: Professional Learning and Ethical Practice), with teachers

rating themselves slightly higher than principals on 10 of the 10 indicators. The t-tests results of all 10 indicators are displayed in Table 11 in the Appendix.

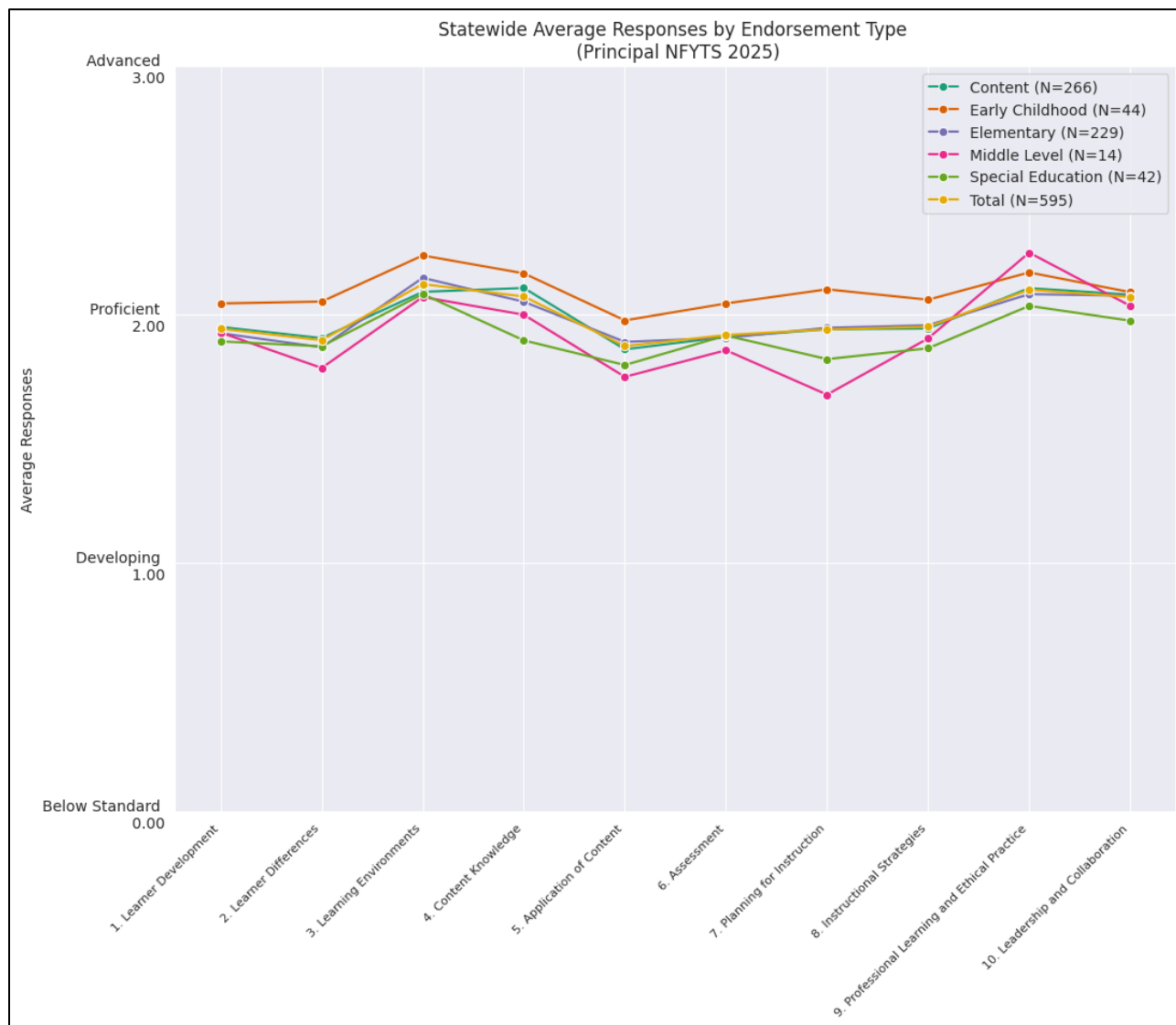


Figure 3. Average Responses by Endorsement Type (Principals)

Figure 3 displays principals’ mean responses categorized into 5 endorsement types that correspond to the majority of the first-year teachers’ school assignments. First-year teachers endorsed in Special Education obtained the lowest ratings on 6 of the 10 indicators. On the other hand, teachers with endorsements in Early Childhood received the highest ratings on 9 out of the 10 indicators. All average ratings were a little above or slightly below 2 (“Proficient”), with a range from 1.62 to 2.25.

Figure 4. Average Responses by Endorsement Type (Teachers)

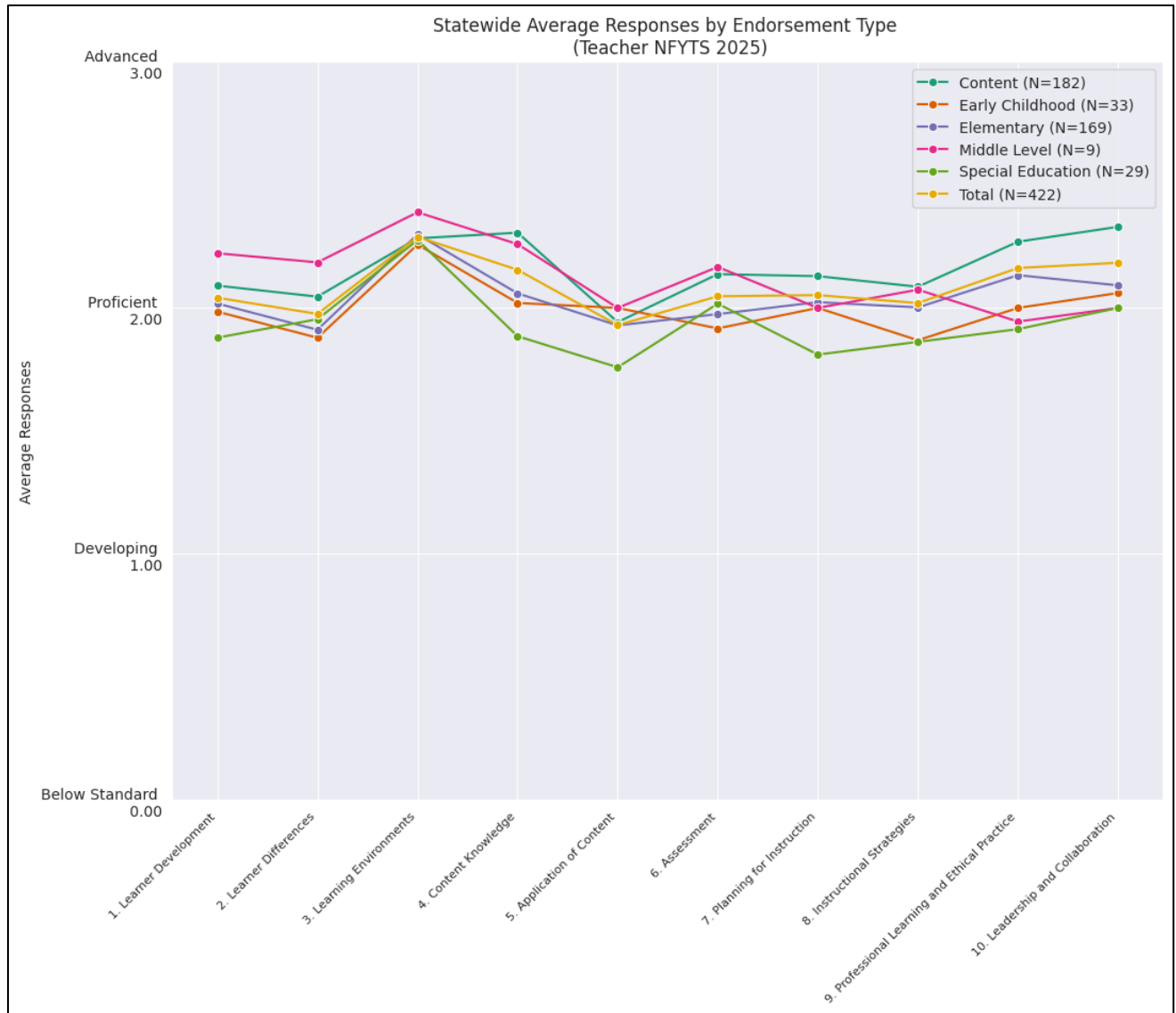


Figure 4 shows first-year teachers’ mean responses disaggregated by endorsement types that correspond to the majority of their school assignments. Similar to ratings by principals, first-year teachers with endorsements for Special Education obtained the lowest average ratings on 7 out of the 10 indicators. However, teachers’ with an endorsement for Content received the highest average ratings on 5 of the 10 indicators. Differences observed between each endorsement category were small, and the majority of average ratings were slightly below or above 2 (“Proficient”), with a range from 1.76 to 2.39.

Figure 5. Average Responses by Preparation Institution (Principal)

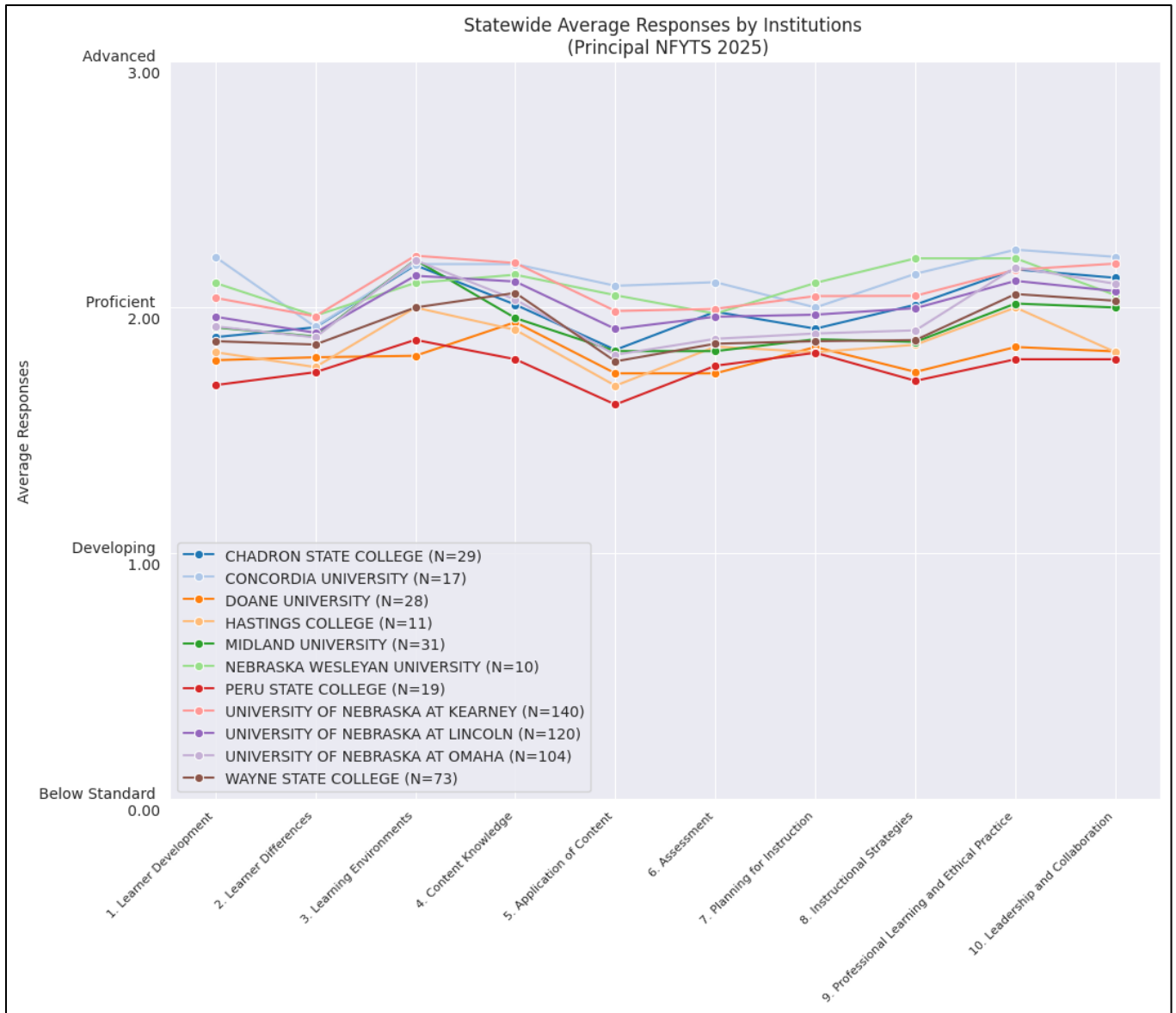


Figure 5 shows the average responses of principals categorized into their respective preparation institutions; most institutions showed a similar trend across all 10 indicators. Due to small sample sizes ($n < 10$), the colleges Bellevue University ($N=0$), College of Saint Mary ($N=6$), Creighton University ($N=4$), Union Adventist University ($N=0$), and York University ($N=3$) were removed from the graph. Of the remaining 11 institutions (with at least 10 respondents), Concordia University had the highest average ratings on 5 of the 10 indicators, while Peru State College had the lowest average ratings on 8 of the 10 indicators. There exists some variations in ratings among specific institutions; for instance, the disparity in each indicator ranged from 0.23 (Learner Differences) between University of Nebraska at Kearney and Peru State College to 0.50 (Instructional Strategies) between Nebraska Wesleyan University and Peru State College. However, these institutions had a relatively small sample size.

Figure 6. Average Responses by Preparation Institution (Teachers)

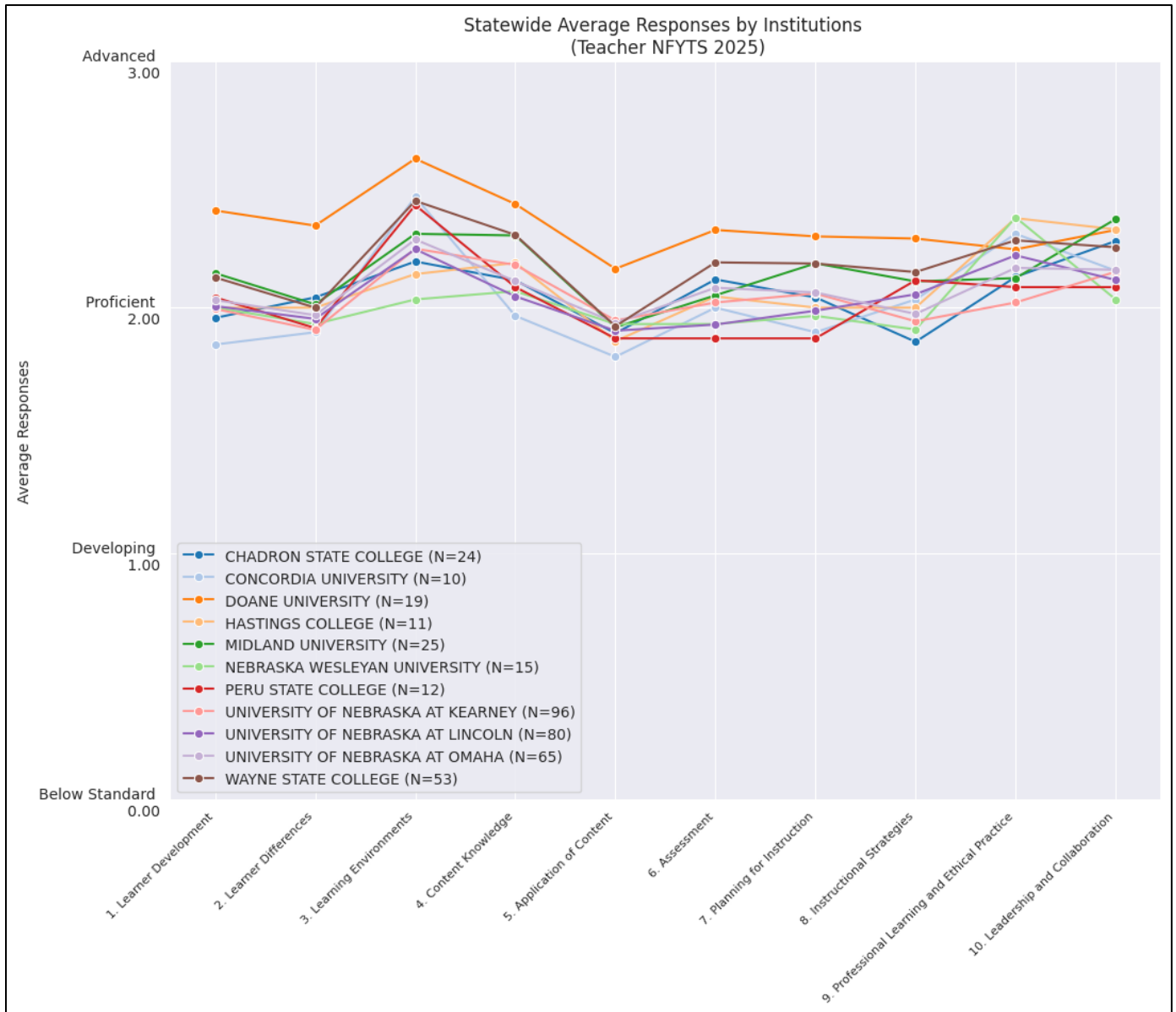


Figure 6 displays the average responses of first-year teachers disaggregated by each preparation institution. Due to small sample sizes ($n < 10$), Bellevue University ($N = 0$), College of Saint Mary ($N = 4$), Creighton University ($N = 5$), Union Adventist University ($N = 1$), and York University ($N = 2$) were removed from the graph. Of the remaining 11 institutions (with at least 10 respondents), Doane University had the highest average ratings on 8 of the 10 indicators whereas Concordia University had the lowest average ratings on 4 of the 10 indicators. However, both institutions had a relatively small sample size. Differences observed among all included institutions for each indicator ranged from 0.33 (Leadership and Collaboration) for the closest averages to 0.57 (Learning Environments) at the most distant averages. 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 7. Responses to Question 11 (Principals)

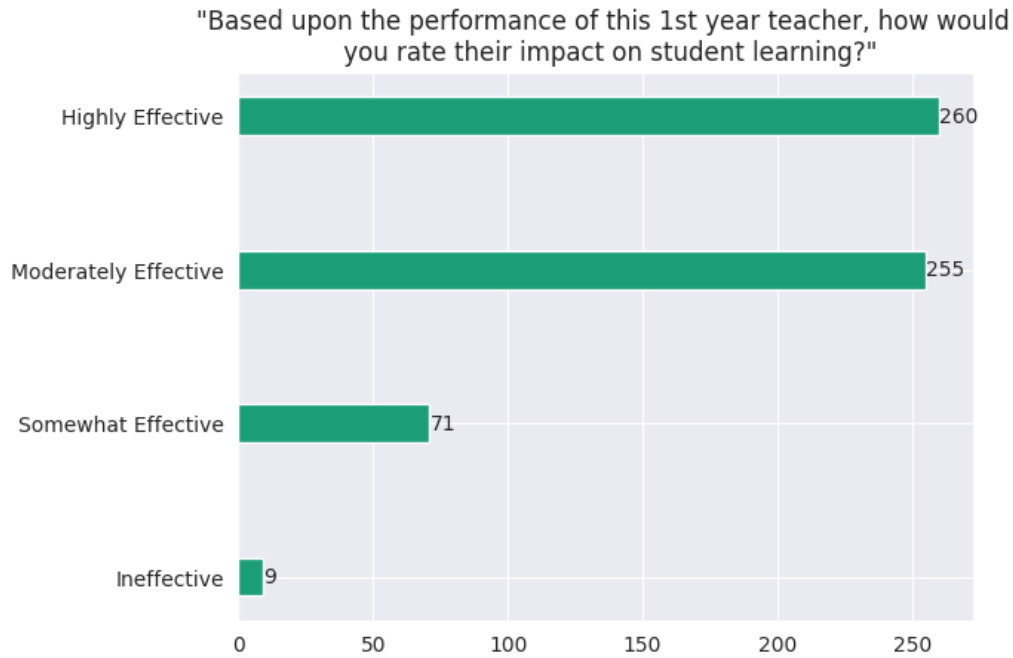
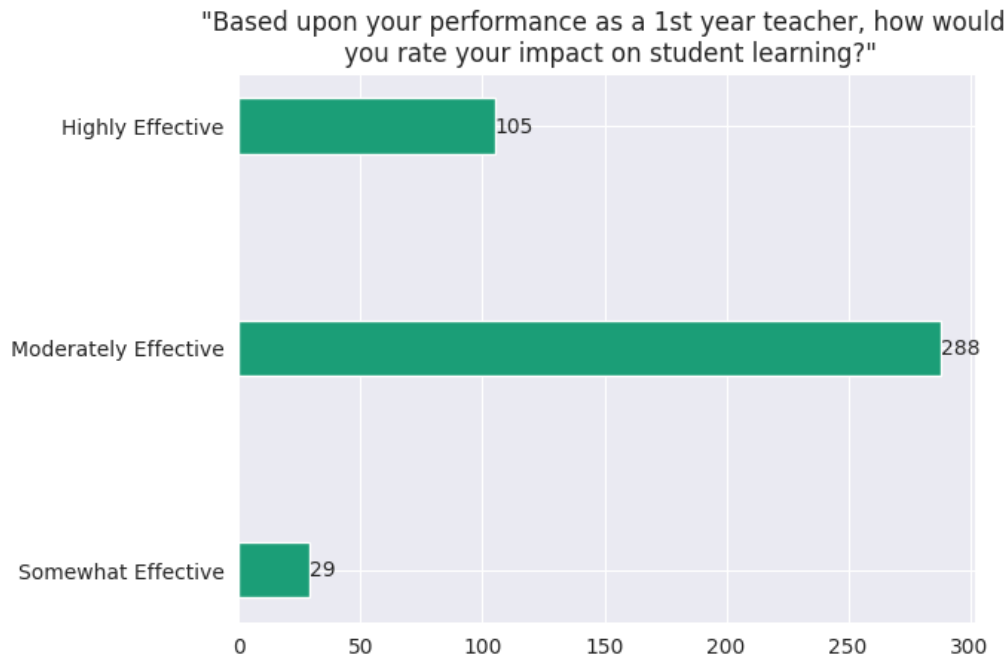


Figure 8. Responses to Question 11 (Teachers)



In Figure 7, principals were asked to evaluate first-year teachers' impact on student learning. About two-fifths (43.7%) of all principals thought the teachers were highly effective, and 42.86% of them rated them as moderately effective. In Figure 8, first-year teachers were asked to give a self-evaluation on student learning. Comparatively, 68.25% of all first-year teachers considered their impact as moderately effective, and 24.88% of them rated themselves as highly effective teachers.

Figure 9. Responses to Question 12 (Principals)

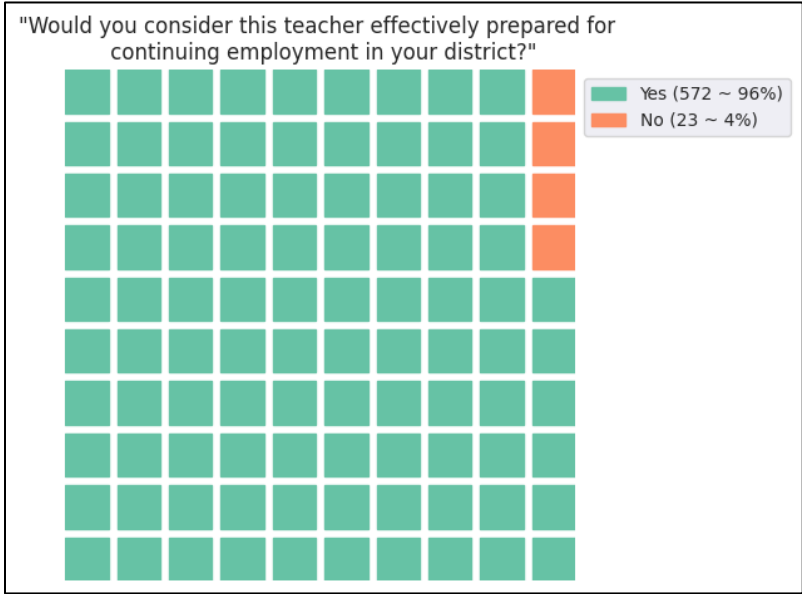


Figure 10. Responses to Question 12 (Teachers)

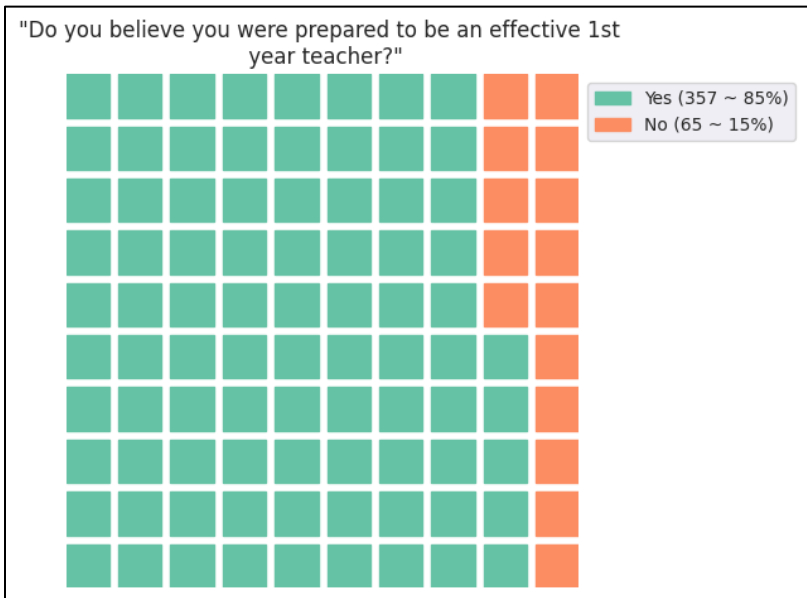
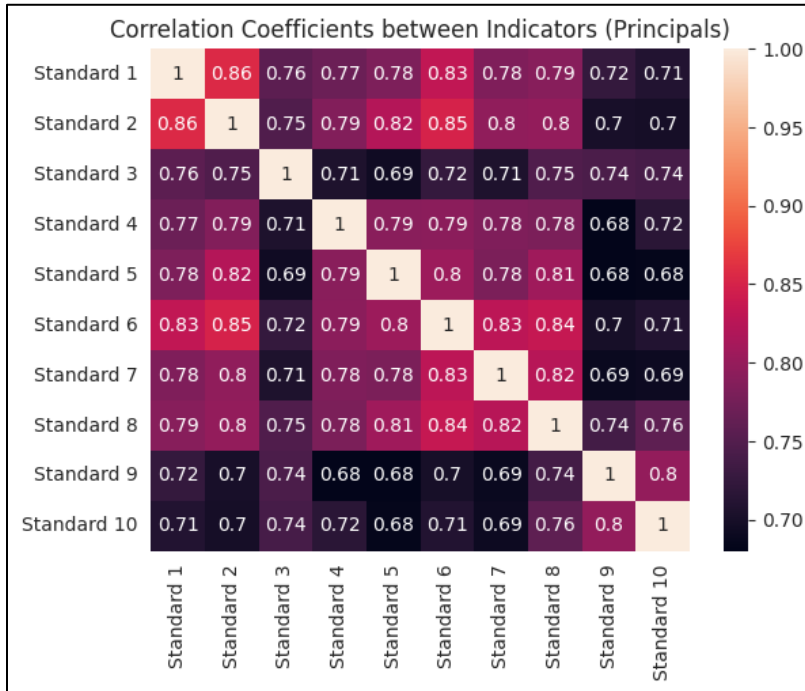


Figure 9 indicates principals’ responses to the question “Would you consider this teacher effectively prepared for continuing employment in your district?”, 96% of all principals responded “Yes”. The results of first-year teachers rating themselves as effectively prepared teachers are shown in Figure 10, and 85% 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 believed they were prepared to be effective first 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 standards in the survey. The following correlation analyses were done using Python.

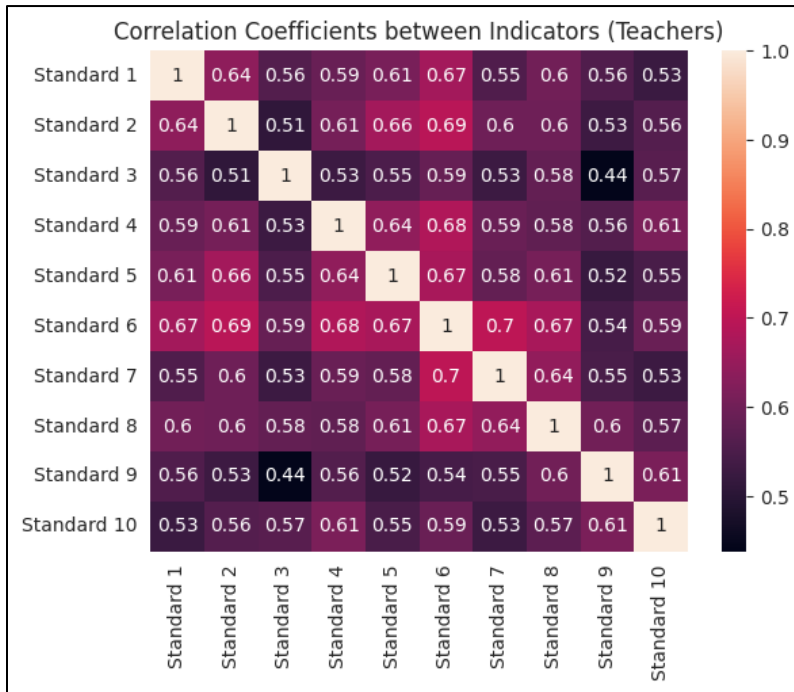
Table 3. Correlation Coefficients between Indicators (Principals)



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

For correlations between the 10 standards for principals, the majority of the values are relatively high and all were above 0.68. All correlation coefficients are positive, indicating that as the average response to one standard increases, so does the average response to the other standard. The correlation coefficient heat map in table 3 helps highlight the higher (lighter colors) and lower (darker colors) correlations. The correlation between standards with the highest positive linear relationship (0.86), was the correlation between Standard 1 (Learner Development) and Standard 2 (Learning Differences). There were multiple instances of the lowest correlation coefficient (0.68) between several of the Standards

Table 4. Correlation Coefficients between Indicators (Teachers)



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

In comparison, for the correlation coefficients between the 10 standards for teachers, all numbers are slightly lower; values are between 0.44 and 0.70. Again, the correlation coefficient heat map in Table 4 helps highlight the higher (lighter colors) and lower (darker colors). The highest positive linear relationships within the standards, with correlation coefficients of 0.70 are Standard 6 (Assessment) and Standard 7 (Planning for Instruction). The lowest correlation coefficient of 0.44 was between Standard 9 (Professional Learning and Ethical Practice) and Standard 3 (Learning Environments).

Conclusions

The 2025 Nebraska First Year Teacher Survey is the ninth 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, the response rate for principals was 67.00%, an 8.91% increase from last year's administration. Additionally, the response rate for teachers significantly decreased to 47.36%, an 7.55 % decrease from last year's administration.

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 (figures 2 – 6) 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.

The results obtained from the Nebraska First 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 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
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 NFYTS 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	1st Email Reminder	DRE to send reminder to non-respondents
February 27 2025	2nd 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 NFYTS

Pre-notice to HR/Institutional Research Staff

Date: February 7, 2025

To: [Human Resource and Institutional Research Contacts]

Subject: Announcement of the 2025 Nebraska 1st Year Teacher Survey

Attachment: [2024-2025 Nebraska 1st Year Teacher Survey.pdf](#)

Good morning,

We are once again scheduled to distribute the 2024-2025 Nebraska 1st Year Teacher Survey, now in its 11th year of statewide distribution. We were extremely pleased with the approximately 58.09% response rate for principals and 54.91% 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 1st year teachers and their principals.

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,



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 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 2024-2025 Nebraska 1st Year Teacher Survey which will be sent via email to you on February 12, 2025. This survey will be sent to principals who have new-to-the-profession teachers who are completing their 1st full year of teaching on a regular teaching certificate in 2024-2025 ("Initial" rank teaching certificates issued between 9/1/2023 and 8/31/2024). The purpose of this survey is to gather administrator perceptions regarding the effectiveness of the teacher preparation institution in preparing 1st year teachers to be classroom ready. One change of note is the addition of supplemental questions regarding the teacher's preparation in the area of science of reading.

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, 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 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 2024-2025 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,
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 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 2024-25 Nebraska 1st 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 1st full year of teaching on a regular teaching certificate in 2024-2025 ("Initial" rank teaching certificates issued between 9/1/2023 and 8/31/2024). 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 teacher's 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 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 2024-2025 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,



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 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 2024-25 Nebraska 1st 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 **1st full year of teaching on a regular teaching certificate in 2024-2025** ("Initial" rank teaching certificates issued between 9/1/2023 and 8/31/2024). 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: 2024-2025 Nebraska 1st Year Principal Survey.pdf

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 2024-2025 Nebraska 1st 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 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 Teachers

Date: February 12, 2025

To: [Teacher_Email]
Subject: 2024-25 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 on a regular teaching certificate in 2024-2025** ("Initial" rank teaching certificates issued between 9/1/2023 and 8/31/2024), NDE is requesting your participation in the 2024-2025 Nebraska 1st 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.

Survey Link: 2024-2025 Nebraska 1st Year Teacher Survey.pdf

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 1st 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
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 1st Year Teacher Survey Released Today

Attachments: PrincipallInvite.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 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,



Jim Kent

Director Educator Preparation Program Approval

Office of Accountability, Accreditation, & Program Approval

jim.kent@nebraska.gov

Bulletin Announcement

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

To: [NDE Bulletin Recipients]

Subject: 2024-25 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 **February 12, 2025** to complete the 2024-25 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 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 1st 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 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 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 1st Year Principal Survey.pdf

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

Sincerely,



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 1st 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 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 March 14, 2025.**

The survey can be accessed by clicking on the following link:
2024-2025 Nebraska 1st Year Teacher Survey.pdf

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

Sincerely,



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: 2024-25 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 2024-25 Nebraska 1st 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 62.32% response rate for principals and a 43.10% for teachers, 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 March 3, 2025.

Subject: Final Reminder: 2024-25 Nebraska 1st 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 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:

Principal, regarding the extent to which the 1st year teacher(s) employed by your school system was effectively prepared; or

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, March 14, 2025**.

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 **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,



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Table 10. Average Responses for Each Standard within an Indicator

	Principals	Teachers
Standard 1.1	1.9412	2.0213
Standard 1.2	1.9462	2.0616
Standard 2.1	1.9479	2.0332
Standard 2.2	1.8370	1.8910
Standard 2.3	1.9076	2.0024
Standard 3.1	2.2101	2.4526
Standard 3.2	2.0370	2.1256
Standard 4.1	2.0723	2.1374
Standard 4.2	2.0824	2.1351
Standard 4.3	2.0655	2.1919
Standard 5.1	1.8303	1.9147
Standard 5.2	1.9176	1.9455
Standard 6.1	2.0050	2.1137
Standard 6.2	1.9748	2.1635
Standard 6.3	1.8538	1.9408
Standard 6.4	1.8403	1.9716
Standard 7.1	1.9849	2.0711
Standard 7.2	1.8975	2.0332
Standard 8.1	2.0303	2.0521
Standard 8.2	1.8874	2.0261
Standard 8.3	1.9378	1.9810
Standard 9.1	2.1798	2.2156
Standard 9.2	2.0218	2.1090
Standard 10.1	2.1294	2.2796
Standard 10.2	2.0134	2.0877

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

Indicator	t-value (p-value)
1. Learner Development	2.569 (0.010)
2. Learning Differences	2.031 (0.043)
3. Learning Environments	4.179 (0.000)
4. Content Knowledge	2.295 (0.022)
5. Application of Content	1.488 (0.137)
6. Assessment	3.508 (0.000)
7. Planning for Instruction	2.837 (0.005)
8. Instructional Strategies	1.853 (0.064)
9. Professional Learning and Ethical Practice	1.599 (0.119)
10. Leadership and Collaboration	2.822 (0.005)

Table 12. Correlation between Standards within Each Indicator (Principals)**Indicator 1. Learner Development (Principals)**

Correlation Coefficient	Standard 1.1	Standard 1.2
Standard 1.1	1.00	
Standard 1.2	0.84	1.00

Indicator 2. Learner Differences (Principals)

Correlation Coefficient	Standard 2.1	Standard 2.2	Standard 2.3
Standard 2.1	1.00		
Standard 2.2	0.80	1.00	
Standard 2.3	0.65	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	0.74	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	0.79	1.00	
Standard 4.3	0.74	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	0.80	1.00

Indicator 6. Assessment (Principals)

Correlation Coefficient	Standard 6.1	Standard 6.2	Standard 6.3	Standard 6.4
Standard 6.1	1.00			
Standard 6.2	0.77	1.00		
Standard 6.3	0.70	0.73	1.00	
Standard 6.4	0.67	0.71	0.87	1.00

Indicator 7. Planning for Instruction (Principals)

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

Indicator 8. Instructional Strategies (Principals)

Correlation Coefficient	Standard 8.1	Standard 8.2	Standard 8.3
Standard 8.1	1.00		
Standard 8.2	0.64	1.00	
Standard 8.3	0.61	0.73	1.00

Indicator 9. Professional Learning and Ethical Practice (Principals)

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

Indicator 10. Leadership and Collaboration (Principals)

Correlation Coefficient	Standard 10.1	Standard 10.2
Standard 10.1	1.00	
Standard 10.2	0.77	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	0.71	1.00	
Standard 2.3	0.45	0.51	1.00

Indicator 3. Learning Environments (Teachers)

Correlation Coefficient	Standard 3.1	Standard 3.2
Standard 3.1	1.00	
Standard 3.2	0.58	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	0.72	1.00	
Standard 4.3	0.66	0.62	1.00

Indicator 5. Application of Content (Teachers)

Correlation	Standard 5.1	Standard 5.2
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Coefficient		
Standard 5.1	1.00	
Standard 5.2	0.66	1.00

Indicator 6. Assessment (Teachers)

Correlation Coefficient	Standard 6.1	Standard 6.2	Standard 6.3	Standard 6.4
Standard 6.1	1.00			
Standard 6.2	0.71	1.00		
Standard 6.3	0.54	0.56	1.00	
Standard 6.4	0.57	0.58	0.73	1.00

Indicator 7. Planning for Instruction (Teachers)

Correlation Coefficient	Standard 7.1	Standard 7.2
Standard 7.1	1.00	
Standard 7.2	0.74	1.00

Indicator 8. Instructional Strategies (Teachers)

Correlation Coefficient	Standard 8.1	Standard 8.2	Standard 8.3
Standard 8.1	1.00		
Standard 8.2	0.57	1.00	
Standard 8.3	0.49	0.58	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	0.75	1.00

Indicator 10. Leadership and Collaboration (Teachers)

Correlation Coefficient	Standard 10.1	Standard 10.2
Standard 10.1	1.00	
Standard 10.2	0.72	1.00

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

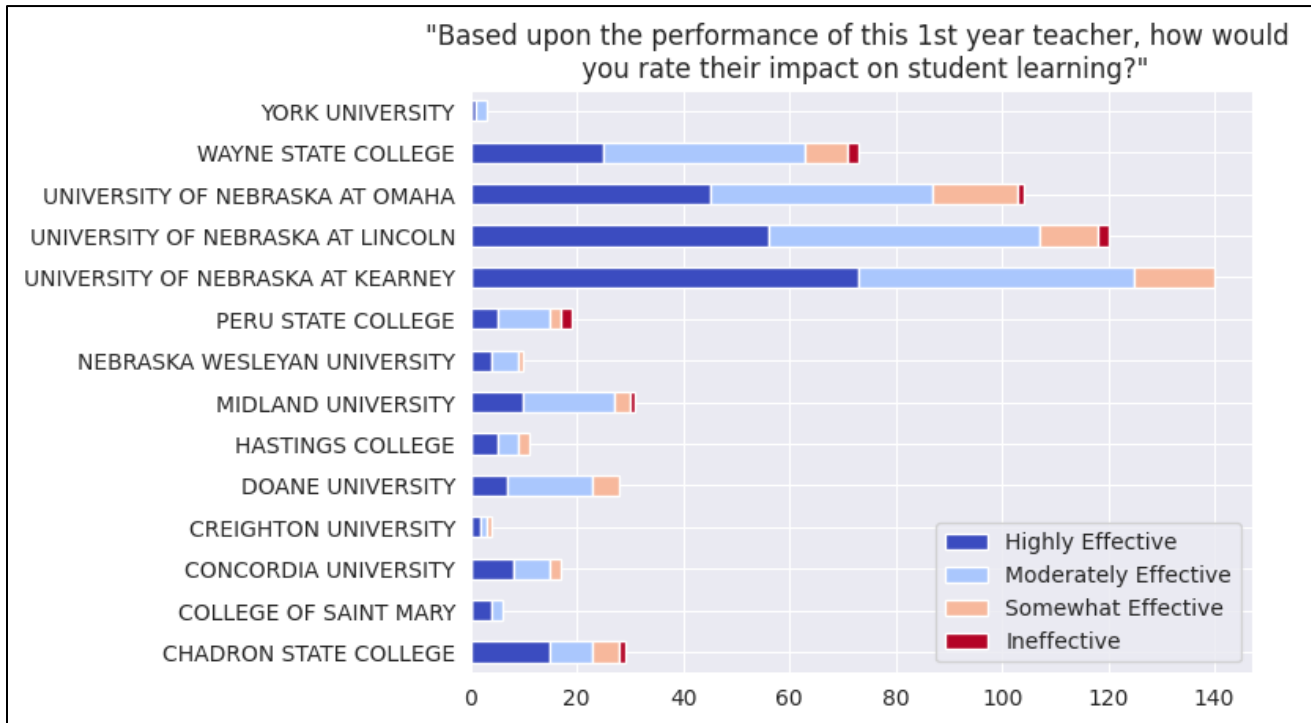


Figure 12. Responses to Question 12 by Preparation Institution (Principals)

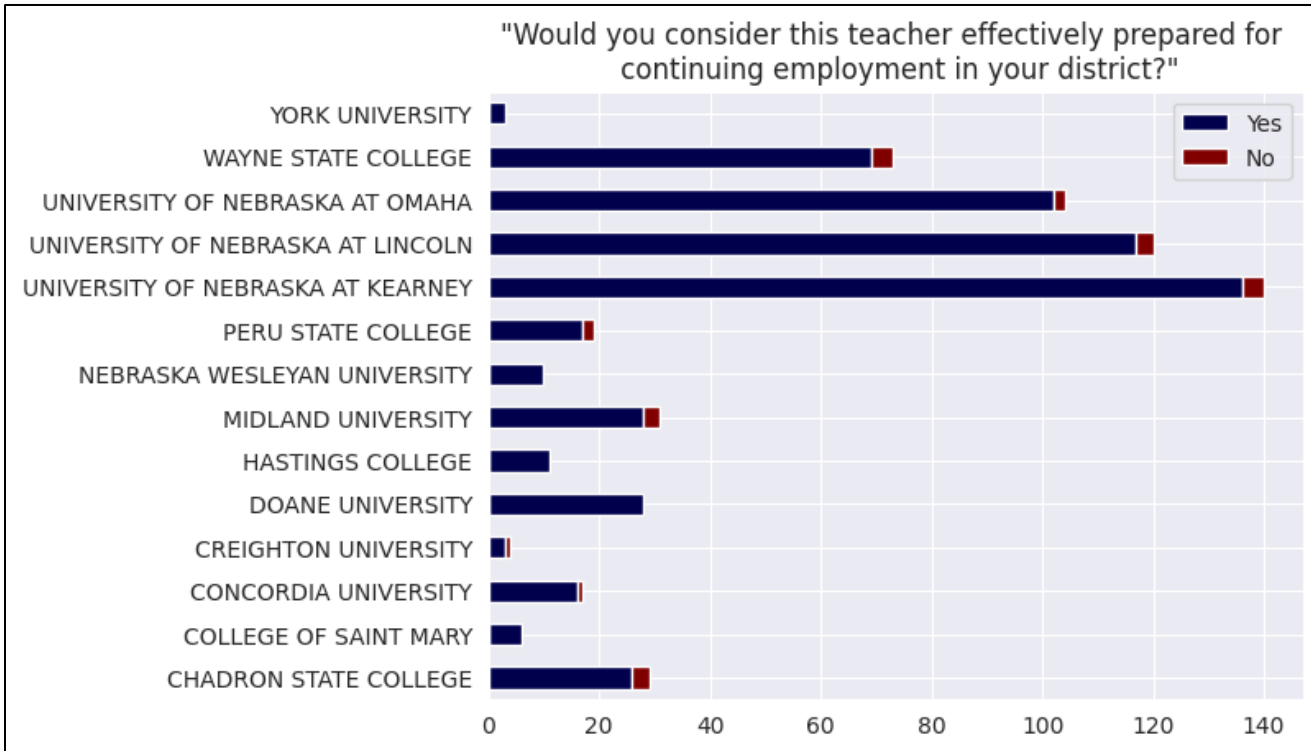


Figure 13. Responses to Question 11 by Preparation Institution (Teachers)

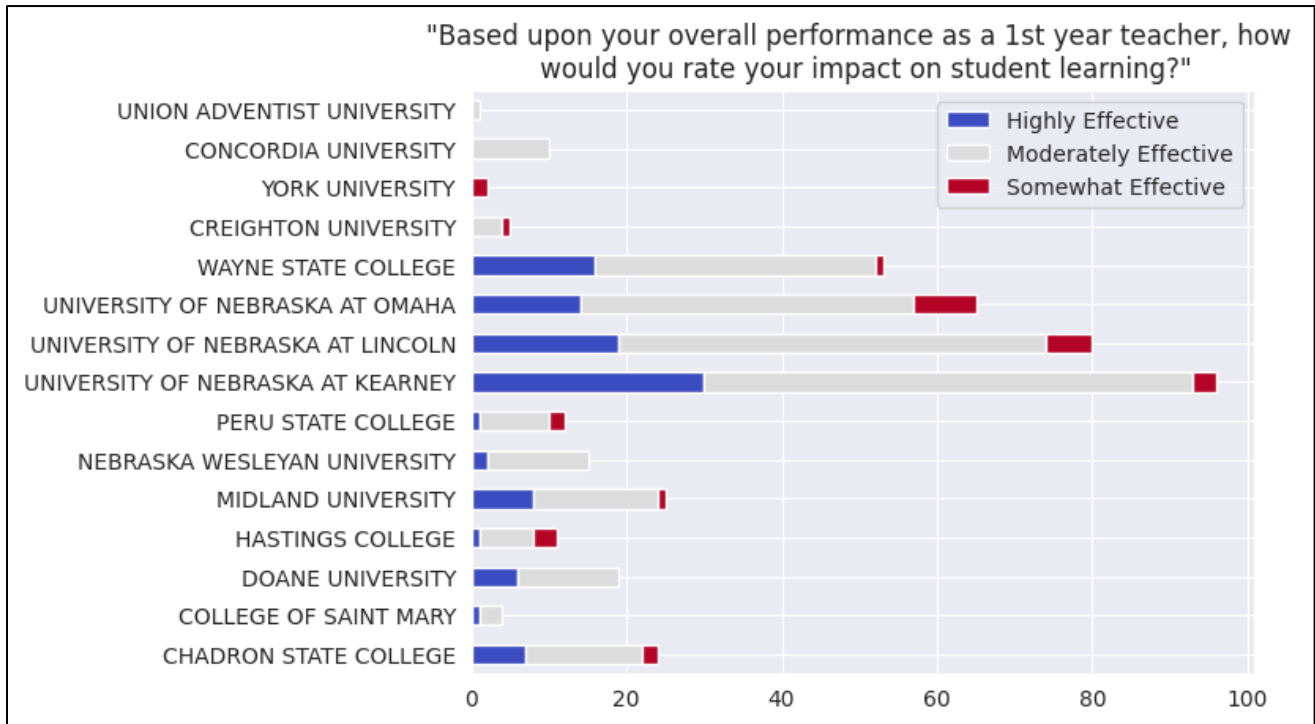


Figure 14. Responses to Question 12 by Preparation Institution (Teachers)

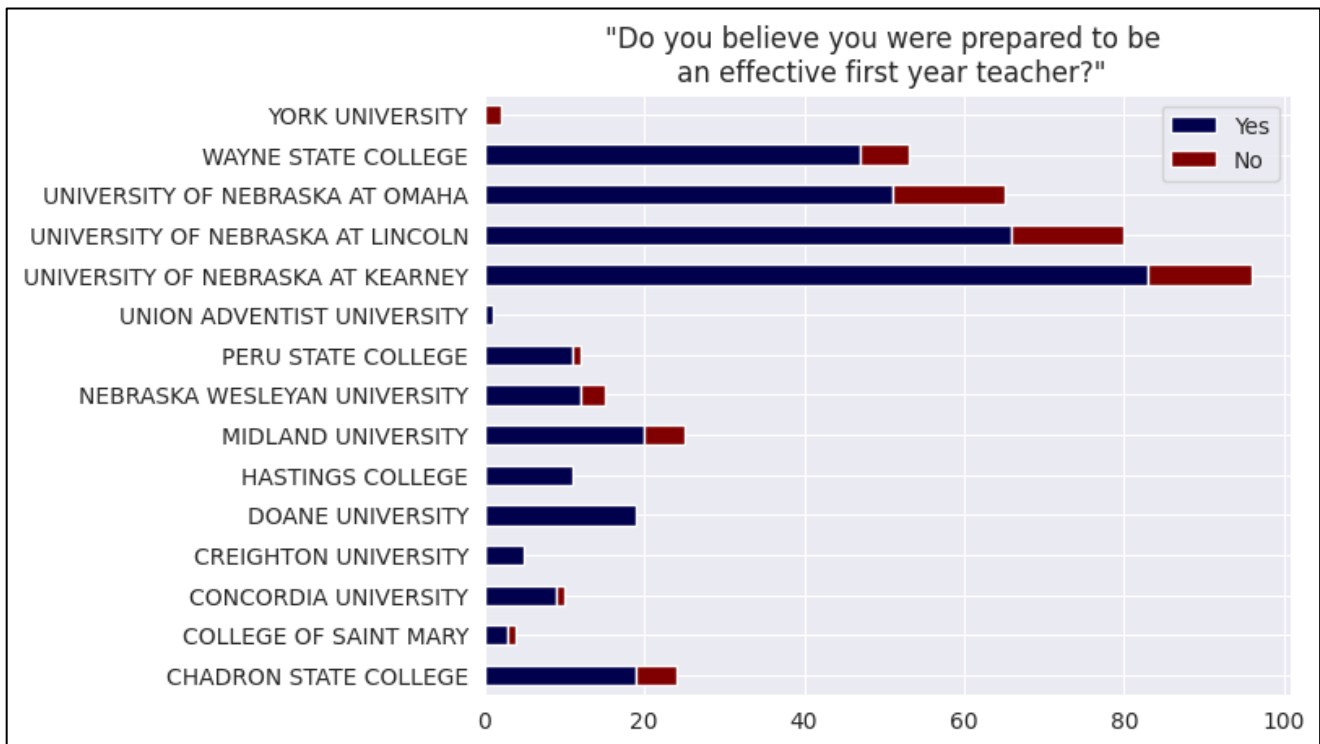


Figure 15. Survey Responses by Endorsement Type (Principals)

Statewide (Principals NFYTS 2025)

Standard	Endorsement Type	Advanced – N	Advanced – %	Proficient – N	Proficient – %	Developing – N	Developing – %	Below Standard – N	Below Standard – %	Grand Total – N
1.1	Content Endorsements	43	16.2%	175	65.8%	43	16.2%	5	1.9%	266
1.1	Early Childhood	11	25.0%	25	56.8%	8	18.2%	0	0.0%	44
1.1	Elementary	41	17.9%	129	56.3%	56	24.5%	3	1.3%	229
1.1	Middle Grades	0	0.0%	11	78.6%	3	21.4%	0	0.0%	14
1.1	Special Education	5	11.9%	29	69.0%	7	16.7%	1	2.4%	42
1.1	Total	100	16.8%	369	62.0%	117	19.7%	9	1.5%	595
1.2	Content Endorsements	46	17.3%	162	60.9%	54	20.3%	4	1.5%	266
1.2	Early Childhood	10	22.7%	25	56.8%	9	20.5%	0	0.0%	44
1.2	Elementary	44	19.2%	132	57.6%	49	21.4%	4	1.7%	229
1.2	Middle Grades	3	21.4%	9	64.3%	2	14.3%	0	0.0%	14
1.2	Special Education	5	11.9%	27	64.3%	10	23.8%	0	0.0%	42
1.2	Total	108	18.2%	355	59.7%	124	20.8%	8	1.3%	595
2.1	Content Endorsements	42	15.8%	164	61.7%	56	21.1%	4	1.5%	266
2.1	Early Childhood	13	29.5%	26	59.1%	5	11.4%	0	0.0%	44
2.1	Elementary	43	18.8%	130	56.8%	53	23.1%	3	1.3%	229
2.1	Middle Grades	2	14.3%	9	64.3%	3	21.4%	0	0.0%	14
2.1	Special Education	9	21.4%	25	59.5%	7	16.7%	1	2.4%	42
2.1	Total	109	18.3%	354	59.5%	124	20.8%	8	1.3%	595
2.2	Content Endorsements	40	15.0%	147	55.3%	72	27.1%	7	2.6%	266
2.2	Early Childhood	10	22.7%	25	56.8%	9	20.5%	0	0.0%	44
2.2	Elementary	39	17.0%	116	50.7%	69	30.1%	5	2.2%	229
2.2	Middle Grades	0	0.0%	9	64.3%	5	35.7%	0	0.0%	14
2.2	Special Education	7	16.7%	21	50.0%	14	33.3%	0	0.0%	42
2.2	Total	96	16.1%	318	53.4%	169	28.4%	12	2.0%	595
2.3	Content Endorsements	53	19.9%	155	58.3%	56	21.1%	2	0.8%	266
2.3	Early Childhood	7	15.9%	28	63.6%	9	20.5%	0	0.0%	44
2.3	Elementary	33	14.4%	132	57.6%	61	26.6%	3	1.3%	229
2.3	Middle Grades	0	0.0%	11	78.6%	3	21.4%	0	0.0%	14
2.3	Special Education	3	7.1%	27	64.3%	12	28.6%	0	0.0%	42
2.3	Total	96	16.1%	353	59.3%	141	23.7%	5	0.8%	595
3.1	Content Endorsements	88	33.1%	146	54.9%	26	9.8%	6	2.3%	266
3.1	Early Childhood	18	40.9%	23	52.3%	3	6.8%	0	0.0%	44
3.1	Elementary	82	35.8%	117	51.1%	28	12.2%	2	0.9%	229
3.1	Middle Grades	4	28.6%	8	57.1%	2	14.3%	0	0.0%	14
3.1	Special Education	11	26.2%	28	66.7%	3	7.1%	0	0.0%	42
3.1	Total	203	34.1%	322	54.1%	62	10.4%	8	1.3%	595
3.2	Content Endorsements	60	22.6%	150	56.4%	51	19.2%	5	1.9%	266

Standard	Endorsement Type	Advanced – N	Advanced – %	Proficient – N	Proficient – %	Developing – N	Developing – %	Below Standard – N	Below Standard – %	Grand Total – N
3.2	Early Childhood	12	27.3%	26	59.1%	6	13.6%	0	0.0%	44
3.2	Elementary	68	29.7%	114	49.8%	44	19.2%	3	1.3%	229
3.2	Middle Grades	2	14.3%	10	71.4%	2	14.3%	0	0.0%	14
3.2	Special Education	7	16.7%	27	64.3%	8	19.0%	0	0.0%	42
3.2	Total	149	25.0%	327	55.0%	111	18.7%	8	1.3%	595
4.1	Content Endorsements	62	23.3%	173	65.0%	30	11.3%	1	0.4%	266
4.1	Early Childhood	12	27.3%	30	68.2%	2	4.5%	0	0.0%	44
4.1	Elementary	40	17.5%	159	69.4%	29	12.7%	1	0.4%	229
4.1	Middle Grades	3	21.4%	9	64.3%	2	14.3%	0	0.0%	14
4.1	Special Education	3	7.1%	30	71.4%	8	19.0%	1	2.4%	42
4.1	Total	120	20.2%	401	67.4%	71	11.9%	3	0.5%	595
4.2	Content Endorsements	65	24.4%	173	65.0%	28	10.5%	0	0.0%	266
4.2	Early Childhood	11	25.0%	27	61.4%	6	13.6%	0	0.0%	44
4.2	Elementary	43	18.8%	156	68.1%	29	12.7%	1	0.4%	229
4.2	Middle Grades	1	7.1%	12	85.7%	1	7.1%	0	0.0%	14
4.2	Special Education	6	14.3%	28	66.7%	5	11.9%	3	7.1%	42
4.2	Total	126	21.2%	396	66.6%	69	11.6%	4	0.7%	595
4.3	Content Endorsements	58	21.8%	169	63.5%	39	14.7%	0	0.0%	266
4.3	Early Childhood	12	27.3%	27	61.4%	5	11.4%	0	0.0%	44
4.3	Elementary	47	20.5%	152	66.4%	28	12.2%	2	0.9%	229
4.3	Middle Grades	1	7.1%	11	78.6%	2	14.3%	0	0.0%	14
4.3	Special Education	6	14.3%	30	71.4%	5	11.9%	1	2.4%	42
4.3	Total	124	20.8%	389	65.4%	79	13.3%	3	0.5%	595
5.1	Content Endorsements	36	13.5%	155	58.3%	70	26.3%	5	1.9%	266
5.1	Early Childhood	10	22.7%	20	45.5%	14	31.8%	0	0.0%	44
5.1	Elementary	30	13.1%	134	58.5%	63	27.5%	2	0.9%	229
5.1	Middle Grades	0	0.0%	9	64.3%	5	35.7%	0	0.0%	14
5.1	Special Education	3	7.1%	25	59.5%	14	33.3%	0	0.0%	42
5.1	Total	79	13.3%	343	57.6%	166	27.9%	7	1.2%	595
5.2	Content Endorsements	35	13.2%	168	63.2%	61	22.9%	2	0.8%	266
5.2	Early Childhood	10	22.7%	26	59.1%	8	18.2%	0	0.0%	44
5.2	Elementary	37	16.2%	145	63.3%	44	19.2%	3	1.3%	229
5.2	Middle Grades	1	7.1%	10	71.4%	3	21.4%	0	0.0%	14
5.2	Special Education	4	9.5%	29	69.0%	8	19.0%	1	2.4%	42
5.2	Total	87	14.6%	378	63.5%	124	20.8%	6	1.0%	595
6.1	Content Endorsements	42	15.8%	183	68.8%	39	14.7%	2	0.8%	266
6.1	Early Childhood	10	22.7%	28	63.6%	6	13.6%	0	0.0%	44
6.1	Elementary	39	17.0%	154	67.2%	34	14.8%	2	0.9%	229
6.1	Middle Grades	2	14.3%	10	71.4%	2	14.3%	0	0.0%	14
6.1	Special Education	9	21.4%	24	57.1%	8	19.0%	1	2.4%	42
6.1	Total	102	17.1%	399	67.1%	89	15.0%	5	0.8%	595

Standard	Endorsement Type	Advanced – N	Advanced – %	Proficient – N	Proficient – %	Developing – N	Developing – %	Below Standard – N	Below Standard – %	Grand Total – N
6.2	Content Endorsements	50	18.8%	166	62.4%	46	17.3%	4	1.5%	266
6.2	Early Childhood	8	18.2%	33	75.0%	3	6.8%	0	0.0%	44
6.2	Elementary	37	16.2%	149	65.1%	41	17.9%	2	0.9%	229
6.2	Middle Grades	2	14.3%	8	57.1%	4	28.6%	0	0.0%	14
6.2	Special Education	5	11.9%	27	64.3%	9	21.4%	1	2.4%	42
6.2	Total	102	17.1%	383	64.4%	103	17.3%	7	1.2%	595
6.3	Content Endorsements	38	14.3%	158	59.4%	62	23.3%	8	3.0%	266
6.3	Early Childhood	8	18.2%	27	61.4%	9	20.5%	0	0.0%	44
6.3	Elementary	31	13.5%	130	56.8%	65	28.4%	3	1.3%	229
6.3	Middle Grades	0	0.0%	12	85.7%	2	14.3%	0	0.0%	14
6.3	Special Education	8	19.0%	23	54.8%	10	23.8%	1	2.4%	42
6.3	Total	85	14.3%	350	58.8%	148	24.9%	12	2.0%	595
6.4	Content Endorsements	36	13.5%	154	57.9%	66	24.8%	10	3.8%	266
6.4	Early Childhood	9	20.5%	26	59.1%	9	20.5%	0	0.0%	44
6.4	Elementary	36	15.7%	122	53.3%	68	29.7%	3	1.3%	229
6.4	Middle Grades	0	0.0%	10	71.4%	4	28.6%	0	0.0%	14
6.4	Special Education	8	19.0%	24	57.1%	9	21.4%	1	2.4%	42
6.4	Total	89	15.0%	336	56.5%	156	26.2%	14	2.4%	595
7.1	Content Endorsements	43	16.2%	179	67.3%	38	14.3%	6	2.3%	266
7.1	Early Childhood	12	27.3%	26	59.1%	6	13.6%	0	0.0%	44
7.1	Elementary	40	17.5%	152	66.4%	34	14.8%	3	1.3%	229
7.1	Middle Grades	1	7.1%	10	71.4%	3	21.4%	0	0.0%	14
7.1	Special Education	6	14.3%	25	59.5%	10	23.8%	1	2.4%	42
7.1	Total	102	17.1%	392	65.9%	91	15.3%	10	1.7%	595
7.2	Content Endorsements	36	13.5%	176	66.2%	48	18.0%	6	2.3%	266
7.2	Early Childhood	11	25.0%	25	56.8%	8	18.2%	0	0.0%	44
7.2	Elementary	36	15.7%	138	60.3%	50	21.8%	5	2.2%	229
7.2	Middle Grades	0	0.0%	7	50.0%	7	50.0%	0	0.0%	14
7.2	Special Education	5	11.9%	24	57.1%	12	28.6%	1	2.4%	42
7.2	Total	88	14.8%	370	62.2%	125	21.0%	12	2.0%	595
8.1	Content Endorsements	58	21.8%	165	62.0%	41	15.4%	2	0.8%	266
8.1	Early Childhood	13	29.5%	25	56.8%	6	13.6%	0	0.0%	44
8.1	Elementary	41	17.9%	156	68.1%	31	13.5%	1	0.4%	229
8.1	Middle Grades	3	21.4%	8	57.1%	3	21.4%	0	0.0%	14
8.1	Special Education	3	7.1%	27	64.3%	11	26.2%	1	2.4%	42
8.1	Total	118	19.8%	381	64.0%	92	15.5%	4	0.7%	595
8.2	Content Endorsements	28	10.5%	174	65.4%	60	22.6%	4	1.5%	266
8.2	Early Childhood	7	15.9%	29	65.9%	8	18.2%	0	0.0%	44
8.2	Elementary	35	15.3%	139	60.7%	52	22.7%	3	1.3%	229
8.2	Middle Grades	0	0.0%	12	85.7%	2	14.3%	0	0.0%	14

Standard	Endorsement Type	Advanced – N	Advanced – %	Proficient – N	Proficient – %	Developing – N	Developing – %	Below Standard – N	Below Standard – %	Grand Total – N
8.2	Special Education	8	19.0%	25	59.5%	9	21.4%	0	0.0%	42
8.2	Total	78	13.1%	379	63.7%	131	22.0%	7	1.2%	595
8.3	Content Endorsements	53	19.9%	153	57.5%	50	18.8%	10	3.8%	266
8.3	Early Childhood	8	18.2%	30	68.2%	6	13.6%	0	0.0%	44
8.3	Elementary	47	20.5%	126	55.0%	51	22.3%	5	2.2%	229
8.3	Middle Grades	0	0.0%	12	85.7%	2	14.3%	0	0.0%	14
8.3	Special Education	8	19.0%	21	50.0%	12	28.6%	1	2.4%	42
8.3	Total	116	19.5%	342	57.5%	121	20.3%	16	2.7%	595
9.1	Content Endorsements	81	30.5%	154	57.9%	29	10.9%	2	0.8%	266
9.1	Early Childhood	17	38.6%	20	45.5%	6	13.6%	1	2.3%	44
9.1	Elementary	70	30.6%	130	56.8%	27	11.8%	2	0.9%	229
9.1	Middle Grades	6	42.9%	8	57.1%	0	0.0%	0	0.0%	14
9.1	Special Education	9	21.4%	29	69.0%	4	9.5%	0	0.0%	42
9.1	Total	183	30.8%	341	57.3%	66	11.1%	5	0.8%	595
9.2	Content Endorsements	59	22.2%	161	60.5%	42	15.8%	4	1.5%	266
9.2	Early Childhood	12	27.3%	26	59.1%	6	13.6%	0	0.0%	44
9.2	Elementary	48	21.0%	136	59.4%	41	17.9%	4	1.7%	229
9.2	Middle Grades	2	14.3%	11	78.6%	1	7.1%	0	0.0%	14
9.2	Special Education	5	11.9%	30	71.4%	7	16.7%	0	0.0%	42
9.2	Total	126	21.2%	364	61.2%	97	16.3%	8	1.3%	595
10.1	Content Endorsements	69	25.9%	170	63.9%	23	8.6%	4	1.5%	266
10.1	Early Childhood	14	31.8%	25	56.8%	4	9.1%	1	2.3%	44
10.1	Elementary	54	23.6%	149	65.1%	26	11.4%	0	0.0%	229
10.1	Middle Grades	4	28.6%	9	64.3%	1	7.1%	0	0.0%	14
10.1	Special Education	8	19.0%	26	61.9%	8	19.0%	0	0.0%	42
10.1	Total	149	25.0%	379	63.7%	62	10.4%	5	0.8%	595
10.2	Content Endorsements	60	22.6%	155	58.3%	47	17.7%	4	1.5%	266
10.2	Early Childhood	12	27.3%	22	50.0%	8	18.2%	2	4.5%	44
10.2	Elementary	49	21.4%	141	61.6%	36	15.7%	3	1.3%	229
10.2	Middle Grades	1	7.1%	10	71.4%	3	21.4%	0	0.0%	14
10.2	Special Education	6	14.3%	28	66.7%	8	19.0%	0	0.0%	42
10.2	Total	128	21.5%	356	59.8%	102	17.1%	9	1.5%	595

Figure 16. Survey Responses by Endorsement Type (Teachers)

Statewide (Teachers NFYTS 2025)

Standard	Endorsement Type	Advanced – N	Advanced – %	Proficient – N	Proficient – %	Developing – N	Developing – %	Below Standard – N	Below Standard – %	Grand Total – N
1.1	Content Endorsements	38	20.9%	117	64.3%	25	13.7%	2	1.1%	182
1.1	Early Childhood	6	18.2%	20	60.6%	7	21.2%	0	0.0%	33
1.1	Elementary	27	16.0%	118	69.8%	23	13.6%	1	0.6%	169
1.1	Middle Grades	2	22.2%	7	77.8%	0	0.0%	0	0.0%	9
1.1	Special Education	3	10.3%	21	72.4%	4	13.8%	1	3.4%	29
1.1	Total	76	18.0%	283	67.1%	59	14.0%	4	0.9%	422
1.2	Content Endorsements	49	26.9%	109	59.9%	23	12.6%	1	0.5%	182
1.2	Early Childhood	7	21.2%	19	57.6%	7	21.2%	0	0.0%	33
1.2	Elementary	26	15.4%	121	71.6%	22	13.0%	0	0.0%	169
1.2	Middle Grades	2	22.2%	7	77.8%	0	0.0%	0	0.0%	9
1.2	Special Education	3	10.3%	19	65.5%	7	24.1%	0	0.0%	29
1.2	Total	87	20.6%	275	65.2%	59	14.0%	1	0.2%	422
2.1	Content Endorsements	54	29.7%	94	51.6%	29	15.9%	5	2.7%	182
2.1	Early Childhood	7	21.2%	17	51.5%	8	24.2%	1	3.0%	33
2.1	Elementary	34	20.1%	102	60.4%	31	18.3%	2	1.2%	169
2.1	Middle Grades	3	33.3%	6	66.7%	0	0.0%	0	0.0%	9
2.1	Special Education	7	24.1%	15	51.7%	7	24.1%	0	0.0%	29
2.1	Total	105	24.9%	234	55.5%	75	17.8%	8	1.9%	422
2.2	Content Endorsements	40	22.0%	91	50.0%	48	26.4%	3	1.6%	182
2.2	Early Childhood	4	12.1%	21	63.6%	7	21.2%	1	3.0%	33
2.2	Elementary	28	16.6%	85	50.3%	52	30.8%	4	2.4%	169
2.2	Middle Grades	2	22.2%	7	77.8%	0	0.0%	0	0.0%	9
2.2	Special Education	5	17.2%	22	75.9%	2	6.9%	0	0.0%	29
2.2	Total	79	18.7%	226	53.6%	109	25.8%	8	1.9%	422
2.3	Content Endorsements	62	34.1%	84	46.2%	34	18.7%	2	1.1%	182
2.3	Early Childhood	5	15.2%	19	57.6%	9	27.3%	0	0.0%	33
2.3	Elementary	31	18.3%	96	56.8%	41	24.3%	1	0.6%	169
2.3	Middle Grades	1	11.1%	7	77.8%	1	11.1%	0	0.0%	9
2.3	Special Education	4	13.8%	14	48.3%	11	37.9%	0	0.0%	29
2.3	Total	103	24.4%	220	52.1%	96	22.7%	3	0.7%	422
3.1	Content Endorsements	99	54.4%	73	40.1%	9	4.9%	1	0.5%	182
3.1	Early Childhood	15	45.5%	15	45.5%	3	9.1%	0	0.0%	33
3.1	Elementary	88	52.1%	71	42.0%	8	4.7%	2	1.2%	169
3.1	Middle Grades	5	55.6%	4	44.4%	0	0.0%	0	0.0%	9
3.1	Special Education	10	34.5%	19	65.5%	0	0.0%	0	0.0%	29
3.1	Total	217	51.4%	182	43.1%	20	4.7%	3	0.7%	422
3.2	Content Endorsements	55	30.2%	89	48.9%	36	19.8%	2	1.1%	182
3.2	Early Childhood	11	33.3%	16	48.5%	6	18.2%	0	0.0%	33

Standard	Endorsement Type	Advanced – N	Advanced – %	Proficient – N	Proficient – %	Developing – N	Developing – %	Below Standard – N	Below Standard – %	Grand Total – N
3.2	Elementary	56	33.1%	84	49.7%	27	16.0%	2	1.2%	169
3.2	Middle Grades	2	22.2%	7	77.8%	0	0.0%	0	0.0%	9
3.2	Special Education	9	31.0%	17	58.6%	3	10.3%	0	0.0%	29
3.2	Total	133	31.5%	213	50.5%	72	17.1%	4	0.9%	422
4.1	Content Endorsements	74	40.7%	91	50.0%	16	8.8%	1	0.5%	182
4.1	Early Childhood	8	24.2%	20	60.6%	5	15.2%	0	0.0%	33
4.1	Elementary	34	20.1%	106	62.7%	27	16.0%	2	1.2%	169
4.1	Middle Grades	2	22.2%	7	77.8%	0	0.0%	0	0.0%	9
4.1	Special Education	2	6.9%	19	65.5%	8	27.6%	0	0.0%	29
4.1	Total	120	28.4%	243	57.6%	56	13.3%	3	0.7%	422
4.2	Content Endorsements	77	42.3%	84	46.2%	20	11.0%	1	0.5%	182
4.2	Early Childhood	4	12.1%	21	63.6%	8	24.2%	0	0.0%	33
4.2	Elementary	37	21.9%	105	62.1%	24	14.2%	3	1.8%	169
4.2	Middle Grades	2	22.2%	7	77.8%	0	0.0%	0	0.0%	9
4.2	Special Education	3	10.3%	20	69.0%	6	20.7%	0	0.0%	29
4.2	Total	123	29.1%	237	56.2%	58	13.7%	4	0.9%	422
4.3	Content Endorsements	78	42.9%	82	45.1%	22	12.1%	0	0.0%	182
4.3	Early Childhood	7	21.2%	22	66.7%	4	12.1%	0	0.0%	33
4.3	Elementary	44	26.0%	102	60.4%	22	13.0%	1	0.6%	169
4.3	Middle Grades	3	33.3%	6	66.7%	0	0.0%	0	0.0%	9
4.3	Special Education	5	17.2%	18	62.1%	6	20.7%	0	0.0%	29
4.3	Total	137	32.5%	230	54.5%	54	12.8%	1	0.2%	422
5.1	Content Endorsements	30	16.5%	117	64.3%	31	17.0%	4	2.2%	182
5.1	Early Childhood	4	12.1%	23	69.7%	6	18.2%	0	0.0%	33
5.1	Elementary	28	16.6%	97	57.4%	42	24.9%	2	1.2%	169
5.1	Middle Grades	1	11.1%	8	88.9%	0	0.0%	0	0.0%	9
5.1	Special Education	1	3.4%	19	65.5%	9	31.0%	0	0.0%	29
5.1	Total	64	15.2%	264	62.6%	88	20.9%	6	1.4%	422
5.2	Content Endorsements	31	17.0%	110	60.4%	39	21.4%	2	1.1%	182
5.2	Early Childhood	6	18.2%	23	69.7%	4	12.1%	0	0.0%	33
5.2	Elementary	26	15.4%	112	66.3%	30	17.8%	1	0.6%	169
5.2	Middle Grades	1	11.1%	6	66.7%	2	22.2%	0	0.0%	9
5.2	Special Education	2	6.9%	19	65.5%	8	27.6%	0	0.0%	29
5.2	Total	66	15.6%	270	64.0%	83	19.7%	3	0.7%	422
6.1	Content Endorsements	66	36.3%	92	50.5%	24	13.2%	0	0.0%	182
6.1	Early Childhood	6	18.2%	18	54.5%	9	27.3%	0	0.0%	33
6.1	Elementary	38	22.5%	106	62.7%	22	13.0%	3	1.8%	169
6.1	Middle Grades	3	33.3%	6	66.7%	0	0.0%	0	0.0%	9
6.1	Special Education	2	6.9%	21	72.4%	6	20.7%	0	0.0%	29
6.1	Total	115	27.3%	243	57.6%	61	14.5%	3	0.7%	422
6.2	Content Endorsements	65	35.7%	96	52.7%	20	11.0%	1	0.5%	182

Standard	Endorsement Type	Advanced – N	Advanced – %	Proficient – N	Proficient – %	Developing – N	Developing – %	Below Standard – N	Below Standard – %	Grand Total – N
6.2	Early Childhood	8	24.2%	19	57.6%	6	18.2%	0	0.0%	33
6.2	Elementary	48	28.4%	95	56.2%	24	14.2%	2	1.2%	169
6.2	Middle Grades	2	22.2%	7	77.8%	0	0.0%	0	0.0%	9
6.2	Special Education	6	20.7%	19	65.5%	4	13.8%	0	0.0%	29
6.2	Total	129	30.6%	236	55.9%	54	12.8%	3	0.7%	422
6.3	Content Endorsements	46	25.3%	98	53.8%	36	19.8%	2	1.1%	182
6.3	Early Childhood	5	15.2%	19	57.6%	8	24.2%	1	3.0%	33
6.3	Elementary	26	15.4%	93	55.0%	45	26.6%	5	3.0%	169
6.3	Middle Grades	0	0.0%	9	100.0%	0	0.0%	0	0.0%	9
6.3	Special Education	6	20.7%	20	69.0%	3	10.3%	0	0.0%	29
6.3	Total	83	19.7%	239	56.6%	92	21.8%	8	1.9%	422
6.4	Content Endorsements	50	27.5%	94	51.6%	35	19.2%	3	1.6%	182
6.4	Early Childhood	5	15.2%	19	57.6%	8	24.2%	1	3.0%	33
6.4	Elementary	29	17.2%	97	57.4%	39	23.1%	4	2.4%	169
6.4	Middle Grades	1	11.1%	8	88.9%	0	0.0%	0	0.0%	9
6.4	Special Education	3	10.3%	24	82.8%	2	6.9%	0	0.0%	29
6.4	Total	88	20.9%	242	57.3%	84	19.9%	8	1.9%	422
7.1	Content Endorsements	58	31.9%	96	52.7%	25	13.7%	3	1.6%	182
7.1	Early Childhood	7	21.2%	20	60.6%	6	18.2%	0	0.0%	33
7.1	Elementary	39	23.1%	99	58.6%	29	17.2%	2	1.2%	169
7.1	Middle Grades	1	11.1%	7	77.8%	1	11.1%	0	0.0%	9
7.1	Special Education	3	10.3%	19	65.5%	7	24.1%	0	0.0%	29
7.1	Total	108	25.6%	241	57.1%	68	16.1%	5	1.2%	422
7.2	Content Endorsements	54	29.7%	97	53.3%	28	15.4%	3	1.6%	182
7.2	Early Childhood	6	18.2%	20	60.6%	7	21.2%	0	0.0%	33
7.2	Elementary	35	20.7%	102	60.4%	31	18.3%	1	0.6%	169
7.2	Middle Grades	1	11.1%	7	77.8%	1	11.1%	0	0.0%	9
7.2	Special Education	1	3.4%	20	69.0%	8	27.6%	0	0.0%	29
7.2	Total	97	23.0%	246	58.3%	75	17.8%	4	0.9%	422
8.1	Content Endorsements	76	41.8%	71	39.0%	33	18.1%	2	1.1%	182
8.1	Early Childhood	5	15.2%	16	48.5%	12	36.4%	0	0.0%	33
8.1	Elementary	41	24.3%	87	51.5%	36	21.3%	5	3.0%	169
8.1	Middle Grades	2	22.2%	5	55.6%	2	22.2%	0	0.0%	9
8.1	Special Education	3	10.3%	18	62.1%	8	27.6%	0	0.0%	29
8.1	Total	127	30.1%	197	46.7%	91	21.6%	7	1.7%	422
8.2	Content Endorsements	48	26.4%	105	57.7%	27	14.8%	2	1.1%	182
8.2	Early Childhood	4	12.1%	22	66.7%	7	21.2%	0	0.0%	33
8.2	Elementary	29	17.2%	109	64.5%	28	16.6%	3	1.8%	169
8.2	Middle Grades	2	22.2%	7	77.8%	0	0.0%	0	0.0%	9
8.2	Special Education	4	13.8%	21	72.4%	4	13.8%	0	0.0%	29
8.2	Total	87	20.6%	264	62.6%	66	15.6%	5	1.2%	422

Standard	Endorsement Type	Advanced – N	Advanced – %	Proficient – N	Proficient – %	Developing – N	Developing – %	Below Standard – N	Below Standard – %	Grand Total – N
8.3	Content Endorsements	44	24.2%	90	49.5%	43	23.6%	5	2.7%	182
8.3	Early Childhood	3	9.1%	24	72.7%	6	18.2%	0	0.0%	33
8.3	Elementary	42	24.9%	97	57.4%	29	17.2%	1	0.6%	169
8.3	Middle Grades	1	11.1%	7	77.8%	1	11.1%	0	0.0%	9
8.3	Special Education	2	6.9%	18	62.1%	9	31.0%	0	0.0%	29
8.3	Total	92	21.8%	236	55.9%	88	20.9%	6	1.4%	422
9.1	Content Endorsements	81	44.5%	82	45.1%	17	9.3%	2	1.1%	182
9.1	Early Childhood	8	24.2%	20	60.6%	4	12.1%	1	3.0%	33
9.1	Elementary	51	30.2%	101	59.8%	13	7.7%	4	2.4%	169
9.1	Middle Grades	0	0.0%	9	100.0%	0	0.0%	0	0.0%	9
9.1	Special Education	3	10.3%	22	75.9%	4	13.8%	0	0.0%	29
9.1	Total	143	33.9%	234	55.5%	38	9.0%	7	1.7%	422
9.2	Content Endorsements	64	35.2%	95	52.2%	20	11.0%	3	1.6%	182
9.2	Early Childhood	6	18.2%	20	60.6%	6	18.2%	1	3.0%	33
9.2	Elementary	42	24.9%	102	60.4%	23	13.6%	2	1.2%	169
9.2	Middle Grades	1	11.1%	6	66.7%	2	22.2%	0	0.0%	9
9.2	Special Education	2	6.9%	21	72.4%	6	20.7%	0	0.0%	29
9.2	Total	115	27.3%	244	57.8%	57	13.5%	6	1.4%	422
10.1	Content Endorsements	96	52.7%	76	41.8%	7	3.8%	3	1.6%	182
10.1	Early Childhood	8	24.2%	19	57.6%	6	18.2%	0	0.0%	33
10.1	Elementary	56	33.1%	90	53.3%	19	11.2%	4	2.4%	169
10.1	Middle Grades	0	0.0%	9	100.0%	0	0.0%	0	0.0%	9
10.1	Special Education	6	20.7%	21	72.4%	2	6.9%	0	0.0%	29
10.1	Total	166	39.3%	215	50.9%	34	8.1%	7	1.7%	422
10.2	Content Endorsements	68	37.4%	89	48.9%	19	10.4%	6	3.3%	182
10.2	Early Childhood	7	21.2%	21	63.6%	5	15.2%	0	0.0%	33
10.2	Elementary	46	27.2%	84	49.7%	34	20.1%	5	3.0%	169
10.2	Middle Grades	0	0.0%	9	100.0%	0	0.0%	0	0.0%	9
10.2	Special Education	2	6.9%	21	72.4%	6	20.7%	0	0.0%	29
10.2	Total	123	29.1%	224	53.1%	64	15.2%	11	2.6%	422