



2019 Nebraska First Year Teacher Survey: Summary Report

March 3, 2020

Prepared by

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Introduction

In a concerted effort to ensure that all Nebraska students are taught by highly effective teachers, the Nebraska Department of Education (NDE), Nebraska teacher preparation institutions, and Nebraska school systems strive to increase accountability for assessing teacher quality. One such strategy is to inform preparation institutions about the effectiveness of their prepared first year teachers in Nebraska schools as they continue to address student needs. This valuable information is obtained from school partners by using the Nebraska First Year Teacher Survey (NFYTS).

The Nebraska Department of Education (NDE) administered the Nebraska First Year Teacher Survey from mid-March to mid-April 2019. This year marks the fifth successful implementation of the survey, with the survey being sent to both principals and first year teachers for the third time. Surveys were distributed to the principals of first year teachers, and to the first year teachers themselves, who completed their preparation programs at 15 preparation institutions in the state. The participating institutions are as follows:

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

Evaluation indicators are based on the Council of Chief State School Officers (CCSSO) Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, 2011. For a list of indicators, please see Figure 1 in the Results section below.

Method

Similar to last year, the survey was developed using the Qualtrics survey software application and distributed electronically via email. Respondents were asked to rate the extent to which the first year teacher was effectively prepared for their school assignment on various indicators. These indicators were based on the degree to which the teacher met the expectations: Consistent, Frequent, Occasional, or Rare. All 36 survey question items were grouped under 12 key teaching indicators adapted from the InTASC Model Core Teaching Standards as previously mentioned, except for the last 5 questions. Question 13 asked both principals and teachers to rate the teacher’s impact on student learning. In question 14, 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 15 was designed to collect comments from principals and teachers for informing the institution’s continuing improvement efforts toward preparing classroom-ready teachers. Questions 16 requested for comments about the NFYTS survey process itself.

A list of teachers who were employed during the 2018-2019 school year and received their initial teaching endorsement during the 2017-2018 school year from one of the participating institution’s teacher preparation programs was compiled. The data for this list came from the Nebraska Student and Staff Record System (NSSRS) and the Nebraska Teacher Certification Database. If a teacher had assignments at multiple schools, the survey was sent to the principal of the school where the majority of the teacher’s full-time equivalency (FTE) was assigned.

Since the NFYTS is a web survey, all communication regarding the survey was done electronically via email. Pre-notification of the survey was sent out on March 11th to HR/Institutional Research staff, principals and teachers. The survey email invitation was also sent out on March 13th with subsequent email reminders sent on March 27th, April 8th and April 10th. The survey finally closed on April 12th, a month after it was first sent out. Full details of the survey protocol consisting of the timeline, and email messages can be found in the Appendix.

In total, 891 surveys were distributed to principals and 659 were returned, resulting in a response rate of 74%. This response rate represents an impressive 18% increase from that of last year’s NFYTS administration. For teachers, 864 surveys were distributed and 615 were returned, resulting in a response rate of 69%. The response rate also represents a significant 18% increase from that of last year’s NFYTS administration. The breakdown of response rates of both principals and teachers for each institution are shown in Tables 1 and 2. Note that since the preparation institutions varied in sizes, the number of responses also vastly differed from one institution to the next.

Table 1. Responses for each preparation institution (Principals)

	Preparation Institution	Responses (n)	Sample	Response Rate (%)
1	Chadron State College	37	47	79%
2	College of Saint Mary	18	32	56%
3	Concordia University	20	29	69%

	Preparation Institution	Responses (n)	Sample	Response Rate (%)
4	Creighton University	9	14	64%
5	Doane University	51	64	80%
6	Hastings College	16	22	73%
7	Midland University	11	12	92%
8	Nebraska Wesleyan University	20	25	80%
9	Peru State College	16	27	59%
10	Union College	3	3	100%
11	University of Nebraska at Kearney	109	149	73%
12	University of Nebraska at Lincoln	185	244	76%
13	University of Nebraska at Omaha	84	128	66%
14	Wayne State College	76	87	87%
15	York College	4	8	50%
	Total	659	891	74%

Table 2. Responses for each preparation institution (Teachers)

	Preparation Institution	Responses (n)	Sample	Response Rate (%)
1	Chadron State College	35	47	74%
2	College of Saint Mary	18	32	56%
3	Concordia University	20	29	69%
4	Creighton University	7	14	50%
5	Doane University	38	64	59%
6	Hastings College	10	22	45%
7	Midland University	9	12	75%
8	Nebraska Wesleyan University	18	25	72%
9	Peru State College	19	27	70%
10	Union College	2	3	67%
11	University of Nebraska at Kearney	110	149	74%
12	University of Nebraska at Lincoln	175	244	72%
13	University of Nebraska at Omaha	72	128	56%
14	Wayne State College	77	87	89%
15	York College	5	8	63%
	Total	615	891	69%

Results

Descriptive Statistics

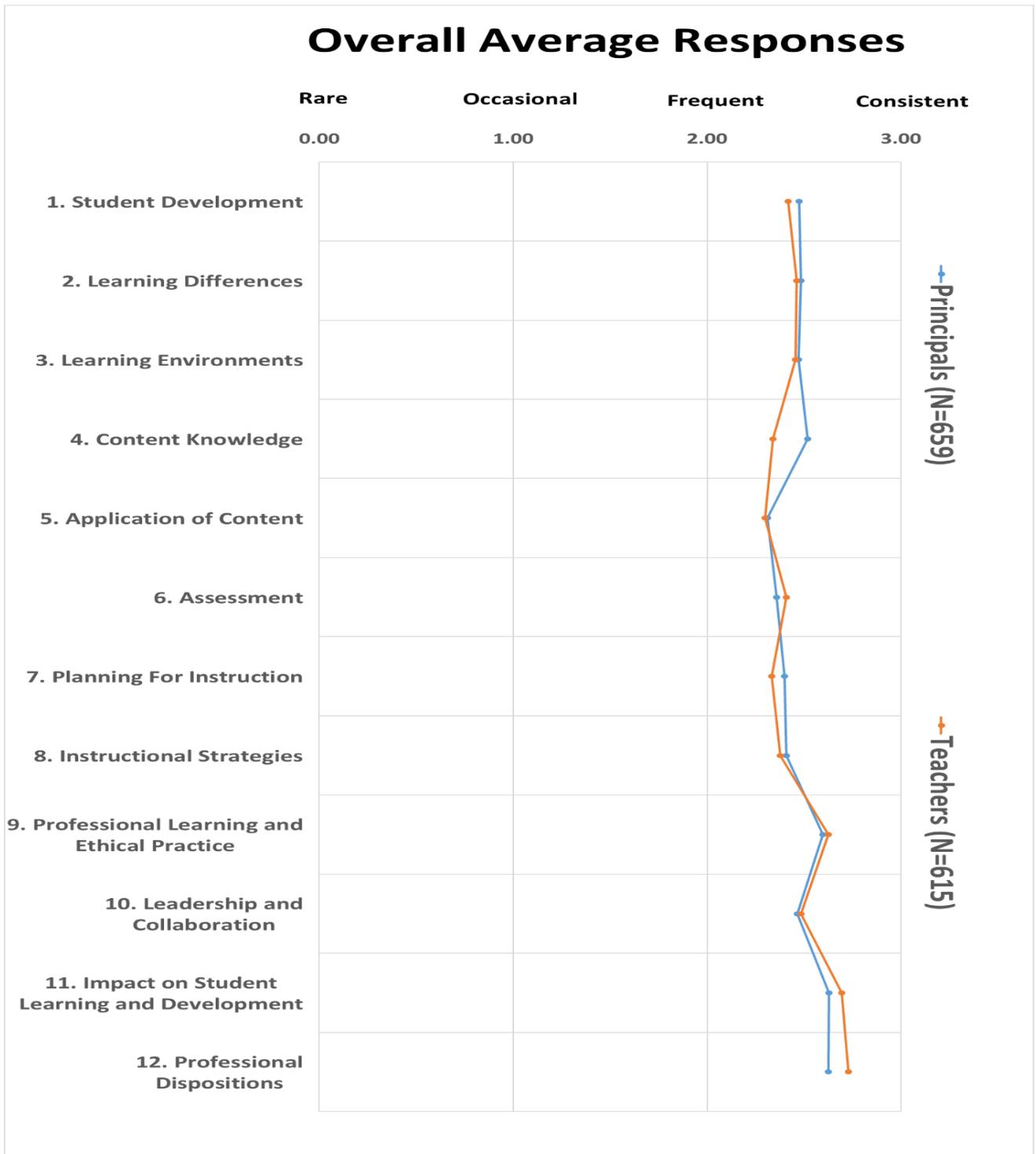
The survey results are displayed below in a number of figures. For the purpose of our analyses, the response options for both principals and teachers were given a numerical value (3=Consistent, 2=Frequent, 1=Occasional, 0=Rare), summed by Indicator category, and then averaged. Each preparation institution also received a report containing results relevant to the preparation institution, along with the corresponding data set.

Figure 1. Survey Indicators

<p>Indicator 1: Student Development</p> <p>Standard 1.1 The teacher understands how students grow and develop.</p> <p>Standard 1.2 The teacher recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.</p> <p>Standard 1.3 The teacher implements developmentally appropriate and challenging learning experiences.</p>
<p>Indicator 2: Learning Differences</p> <p>Standard 2.1 The teacher understands individual differences and diverse cultures and communities.</p> <p>Standard 2.2 The teacher ensures inclusive learning environments that enable each student to meet high standards.</p>
<p>Indicator 3: Learning Environments</p> <p>Standard 3.1 The teacher works with others to create environments that support individual and collaborative learning.</p> <p>Standard 3.2 The teacher creates environments that encourage positive social interaction, active engagement in learning, and self-motivation.</p> <p>Standard 3.3 The teacher manages student behavior to promote a positive learning environment.</p>
<p>Indicator 4: Content Knowledge</p> <p>Standard 4.1 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.</p> <p>Standard 4.2 The teacher creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of content.</p> <p>Standard 4.3 The teacher integrates Nebraska Content Indicators and/or professional Indicators within instruction.</p>
<p>Indicator 5: Application of Content</p> <p>Standard 5.1 The teacher understands how to connect concepts across disciplines.</p> <p>Standard 5.2 The teacher uses differing perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>
<p>Indicator 6: Assessment</p> <p>Standard 6.1 The teacher understands multiple methods of assessment.</p> <p>Standard 6.2 The teacher uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the teacher’s and student’s decision making.</p>
<p>Indicator 7: Planning for Instruction</p>

<p>Standard 7.1 The teacher plans instruction that supports every student in meeting rigorous learning goals.</p> <p>Standard 7.2 The teacher draws upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy.</p> <p>Standard 7.3 The teacher draws upon knowledge of students and the community context.</p>
<p>Indicator 8: Instructional Strategies</p> <p>Standard 8.1 The teacher understands a variety of instructional strategies.</p> <p>Standard 8.2 The teacher uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connection and to build skills to apply knowledge in meaningful ways.</p> <p>Standard 8.3 The teacher utilizes available technology for instruction and assessment.</p>
<p>Indicator 9: Professional Learning and Ethical Practice</p> <p>Standard 9.1 The teacher engages in ongoing professional learning.</p> <p>Standard 9.2 The teacher models ethical professional practice.</p> <p>Standard 9.3 The teacher uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, other professionals, and the community), and adapts practice to meet the needs of each student.</p>
<p>Indicator 10: Leadership and Collaboration</p> <p>Standard 10.1 The teacher seeks opportunities to take responsibility for student learning.</p> <p>Standard 10.2 The teacher seeks opportunities, including appropriate technology, to collaborate with students, families, colleagues, and other school professionals, and community members to ensure student growth.</p>
<p>Indicator 11: Impact on Student Learning and Development</p> <p>Standard 11.1 The teacher positively impacts the learning and development for all students.</p>
<p>Indicator 12: Professional Dispositions</p> <p>Standard 12.1 The teacher demonstrates passion, self-awareness, initiative and enthusiasm.</p> <p>Standard 12.2 The teacher demonstrates skill in interpersonal relationships, reflective response to feedback, and displays evidence of appropriate social awareness.</p> <p>Standard 12.3 The teacher practices good judgment, flexibility, problem-solving skills, professional communication, and organization.</p> <p>Standard 12.4 The teacher maintains a professional demeanor and appearance, and displays dependability, punctuality, and perseverance.</p>

Figure 2. Statewide Average Responses



In Figure 2, the overall mean responses of both principals and teachers across all 12 indicators fall between 2 (“Frequent”) and 3 (“Consistent”). 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-test to examine the differences in the mean scores between principals and teachers, it is found that principals and teachers only significantly differ in their mean responses on indicators 4, 11 and 12. For indicator 4 (Content Knowledge), principals provided a higher mean rating than teachers. However, for indicators 11 (Impact on Student Learning and Development), and 12 (Professional Dispositions), teachers rated themselves higher, on average, than principals. The t-tests results of all 12 indicators are displayed in Table 11 in the Appendix.

Figure 3. Average Responses by Endorsement Type (Principals)

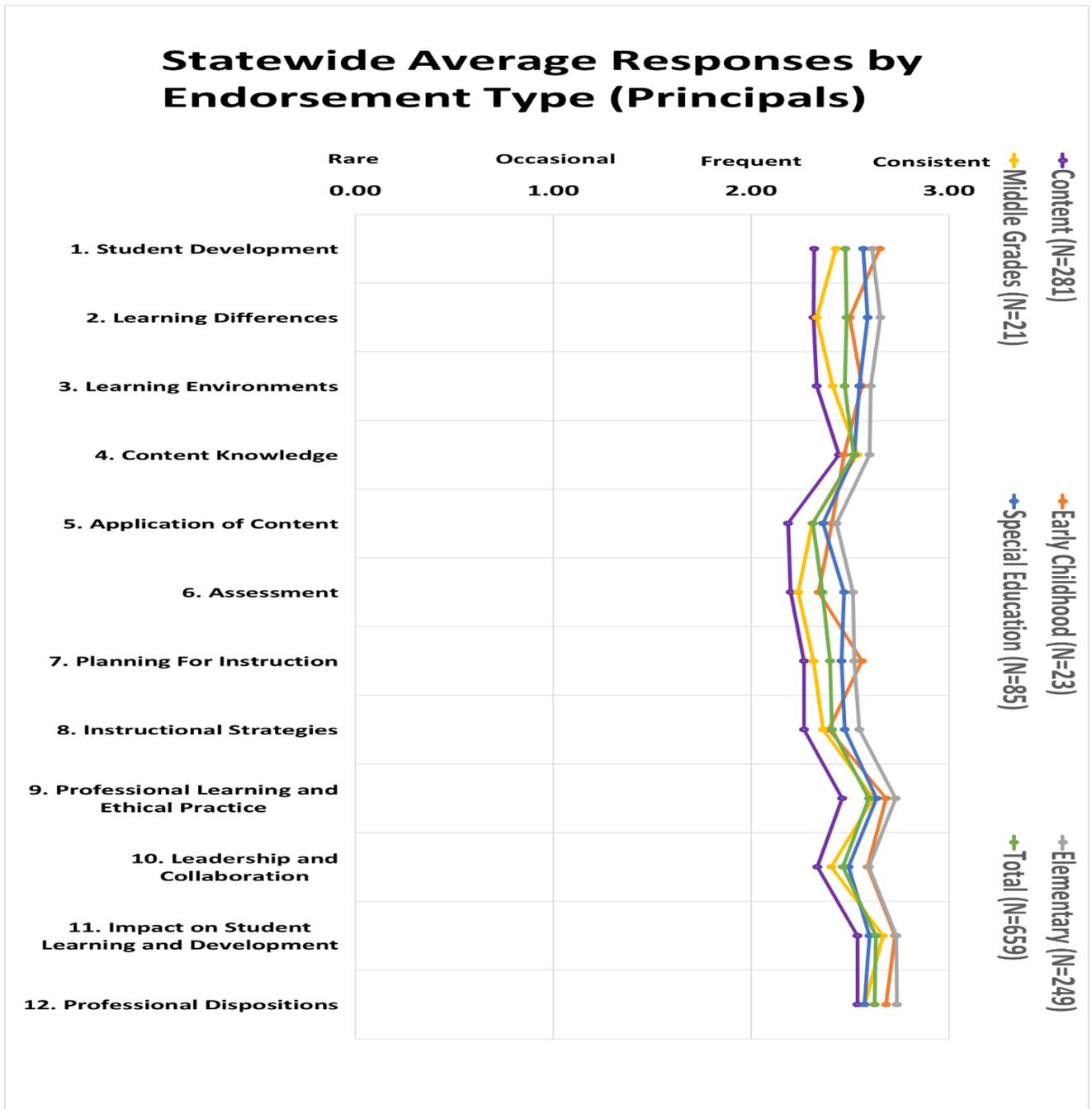


Figure 3 displays principals’ mean responses categorized into 5 endorsement types that correspond to the majority of the first year teachers’ school assignments. First year teachers endorsed in Elementary obtained the highest ratings on 10 out of the 12 indicators. On the other hand, teachers with endorsements in Content received the lowest ratings on all the 12 indicators. Except for Content, differences observed between each endorsement category were relatively minor, and all average ratings were between 2 (“Frequent”) and 3 (“Consistent”).

Figure 4. Average Responses by Endorsement Type (Teachers)

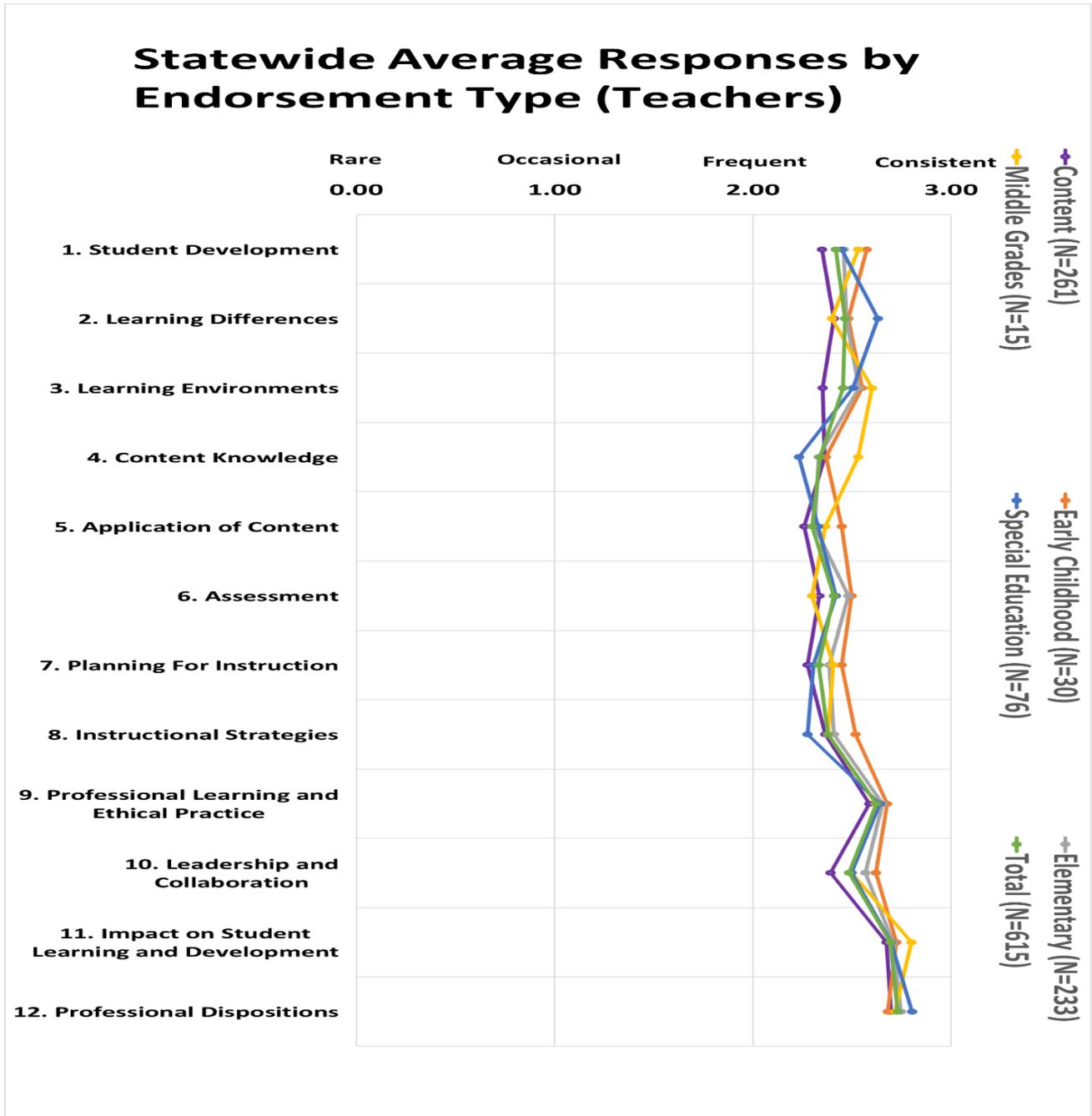
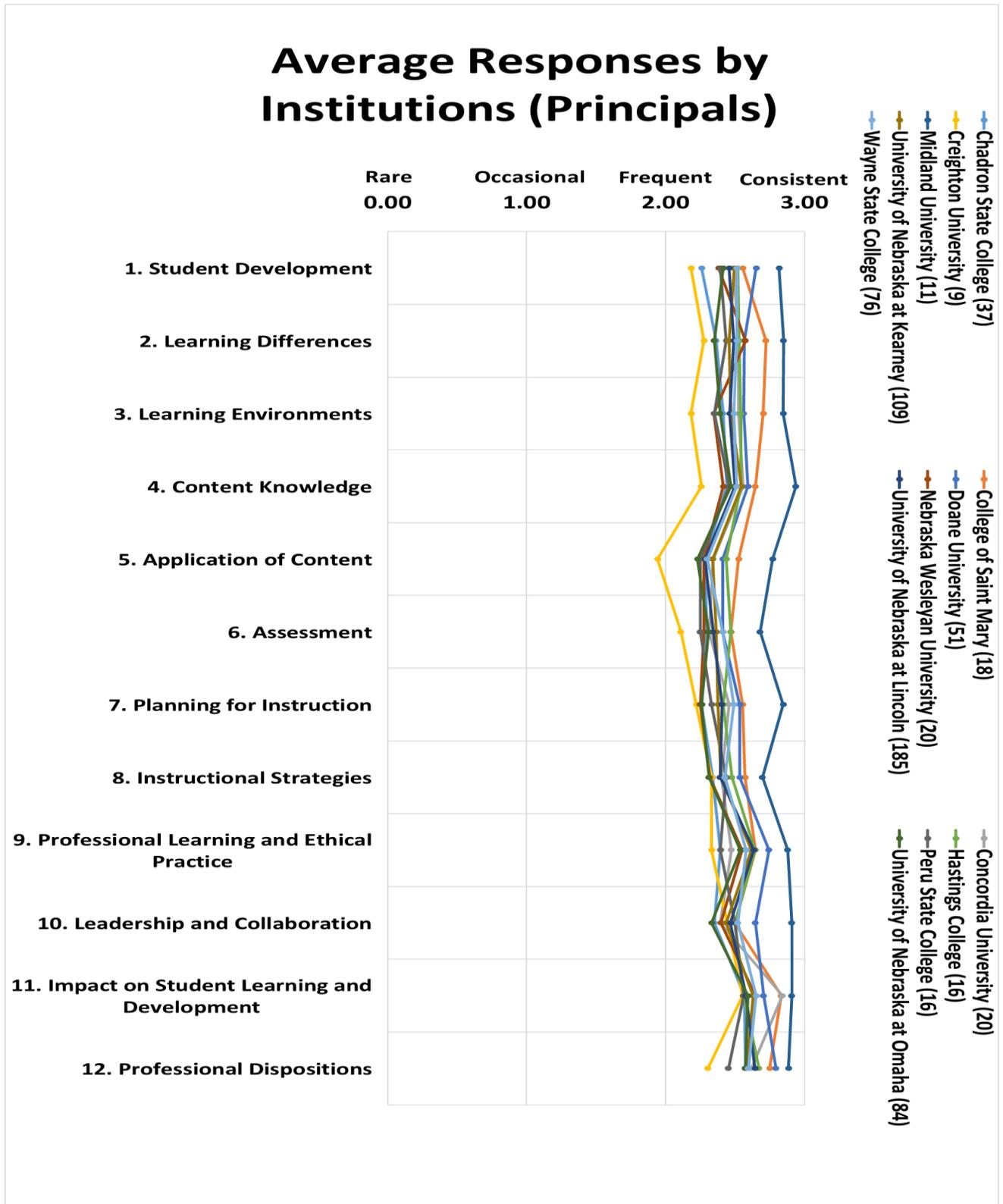


Figure 4 shows first year teachers’ mean responses disaggregated by endorsement types that correspond to the majority of their school assignments. Unlike the the results found for principals in Figure 3, first year teachers with endorsements for Early Childhood obtained the highest ratings on 7 out of the 12 indicators. Similar to that of Principals, Content received the lowest ratings on 6 of the 12 indicators. Differences observed between each endorsement category were relatively minor, and all average ratings were between 2 (“Frequent”) and 3 (“Consistent”).

Figure 5. Average Responses by Preparation Institution (Principal)



When the average responses of principals were categorized into the respective preparation institutions, most institutions show the similar trend across all 12 indicators. Figure 5 shows that Midland University had the highest mean response on all 12 indicators while Creighton University has the lowest mean response value on 9 out of 12 indicators. Due to a small sample size issue, Union College ($N = 3$) and York College ($N = 4$) were removed from the chart. When viewing the chart as a whole, the information generally supports the notion that preparation institutions performed relatively well in preparing first year teachers, based on principals' views.

Figure 6 displays the mean responses of first year teachers disaggregated by each preparation institution. Similar to the previous chart, Union College ($N = 2$) and York College ($N = 5$) were excluded from the chart due to extremely small sample sizes. Doane University had the highest mean response value on 7 out of 12 indicators. Apart from this, differences observed among all other institutions were relatively minor. Overall, first year teachers thought they were prepared well by their preparation institutions.

Figure 6. Average Responses by Preparation Institution (Teachers)

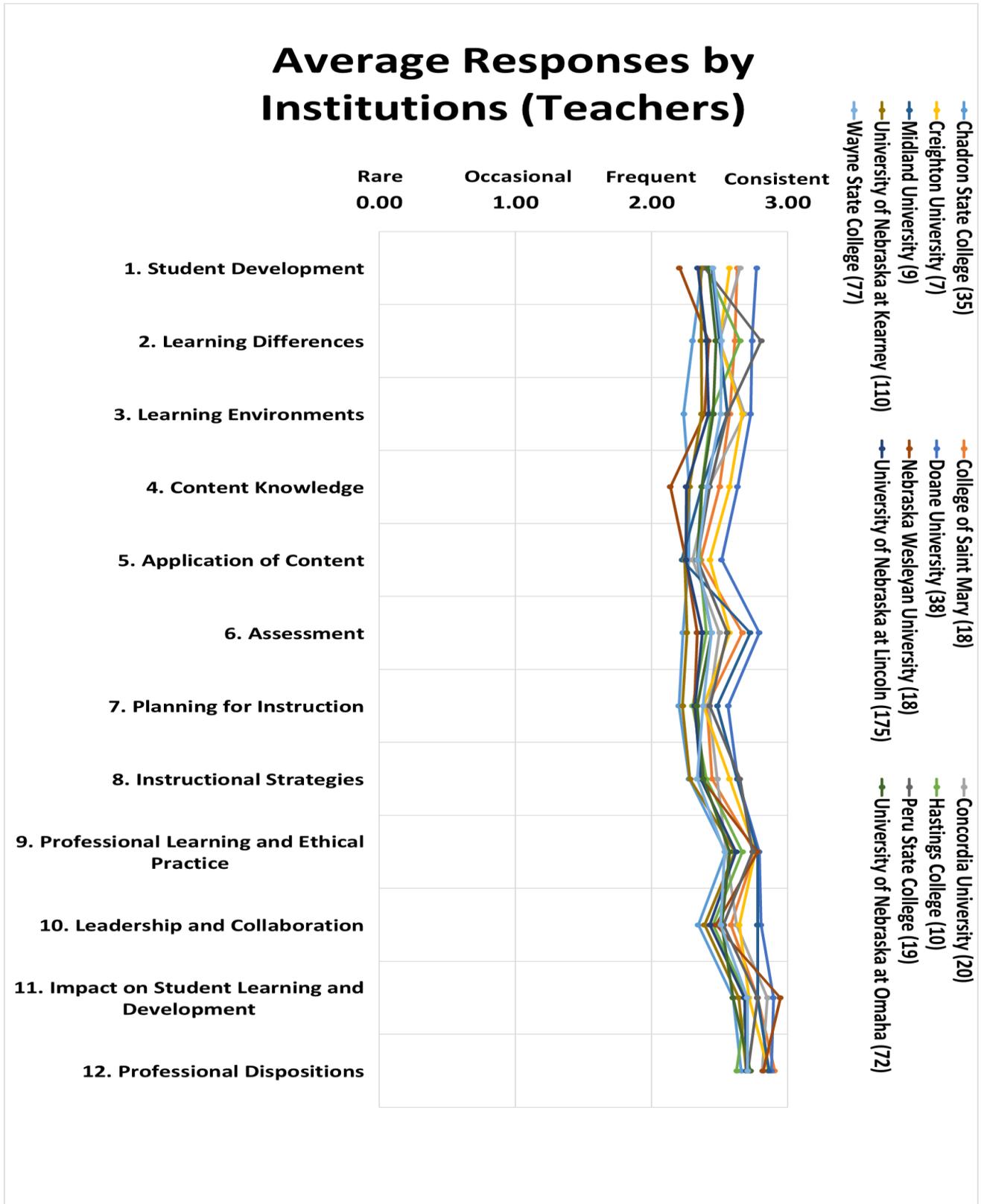


Figure 7. Responses to Question 13 (Principals)

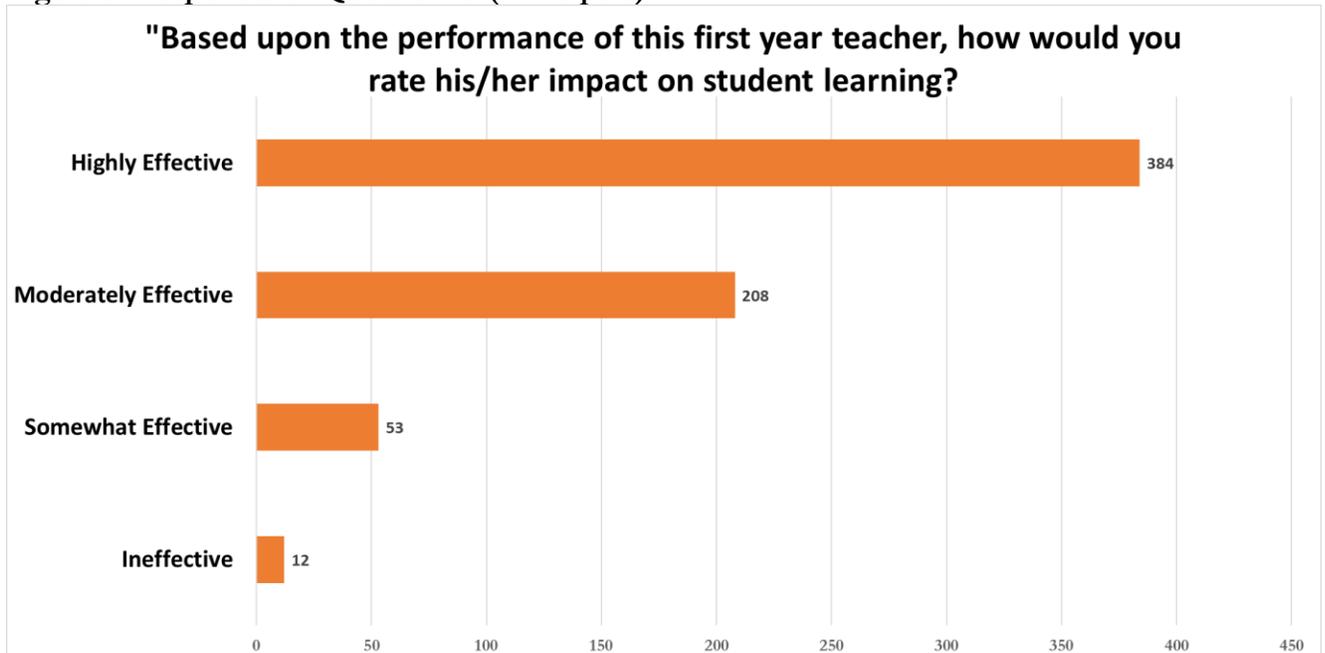
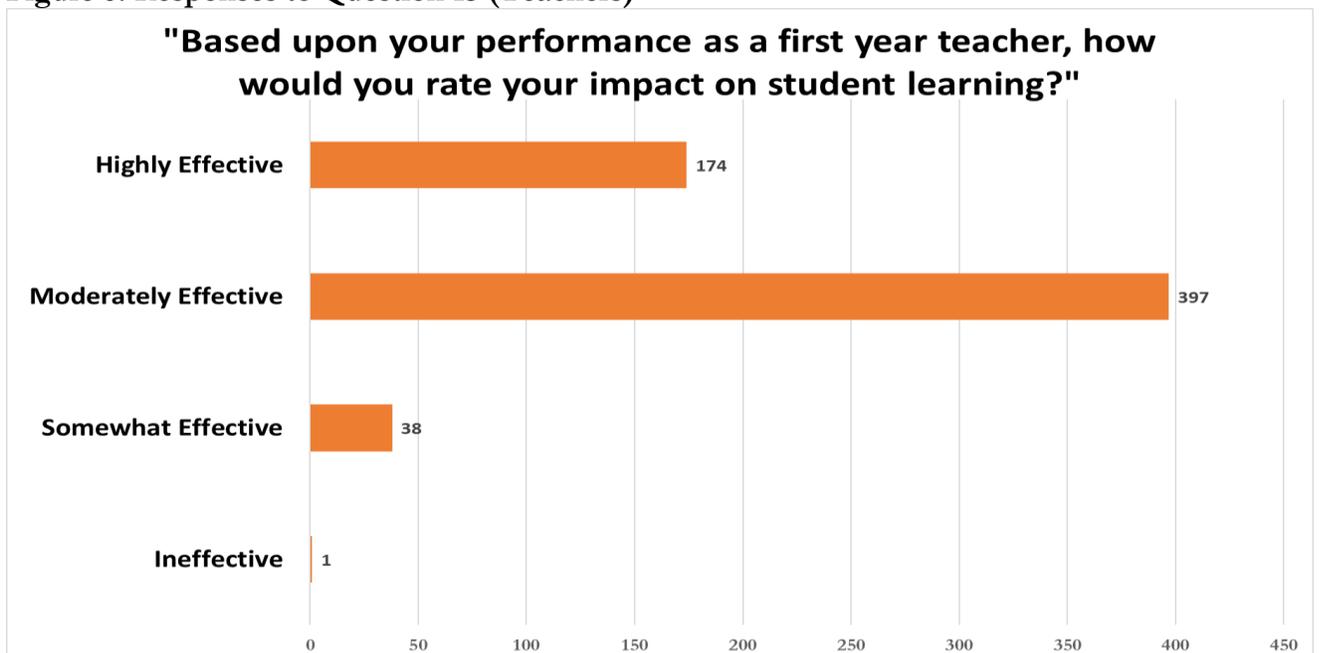


Figure 8. Responses to Question 13 (Teachers)



In Figure 7, principals were asked to evaluate first year teachers' impact on student learning. 58% of all principals thought the teachers were highly effective, and 32% of them rated them as moderately effective. In Figure 8, first year teachers were asked to give a self-evaluation on student learning. On the flipside, 65% of all first year teachers considered their impact as moderately effective, and 29% of them rated themselves as highly effective teachers. A statistically significant difference between principals' ratings and first year teachers' ratings was detected from a chi-squared test. This difference

reveals the possibility that a majority of first year teachers may have underestimated their impact on student learning.

Figure 9. Responses to Question 14 (Principals)

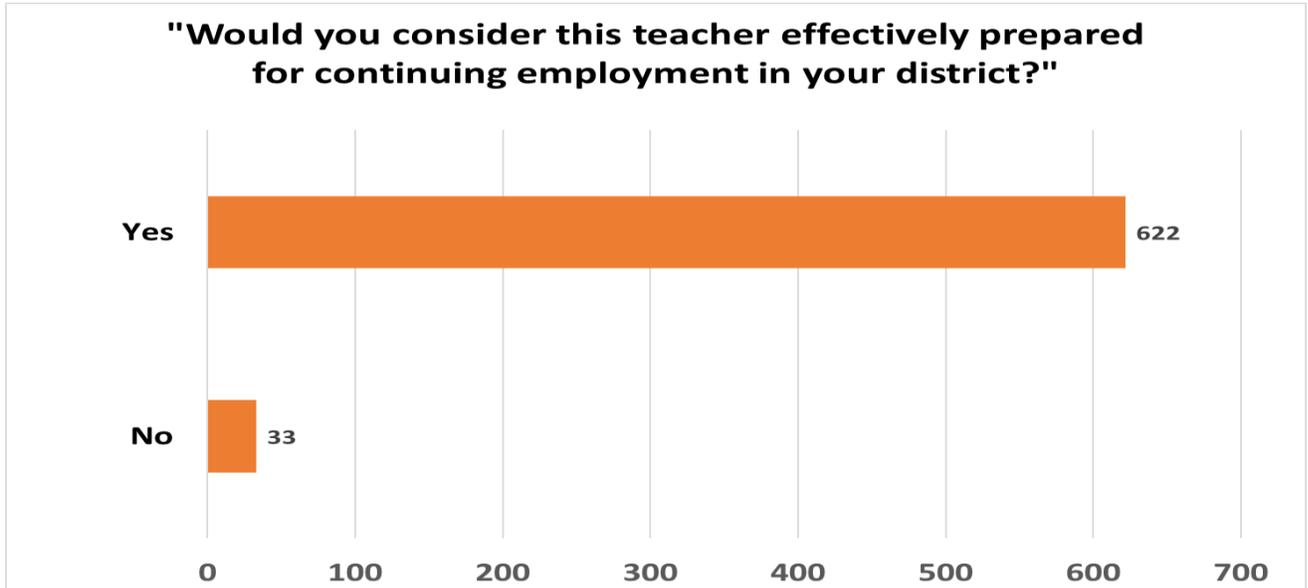
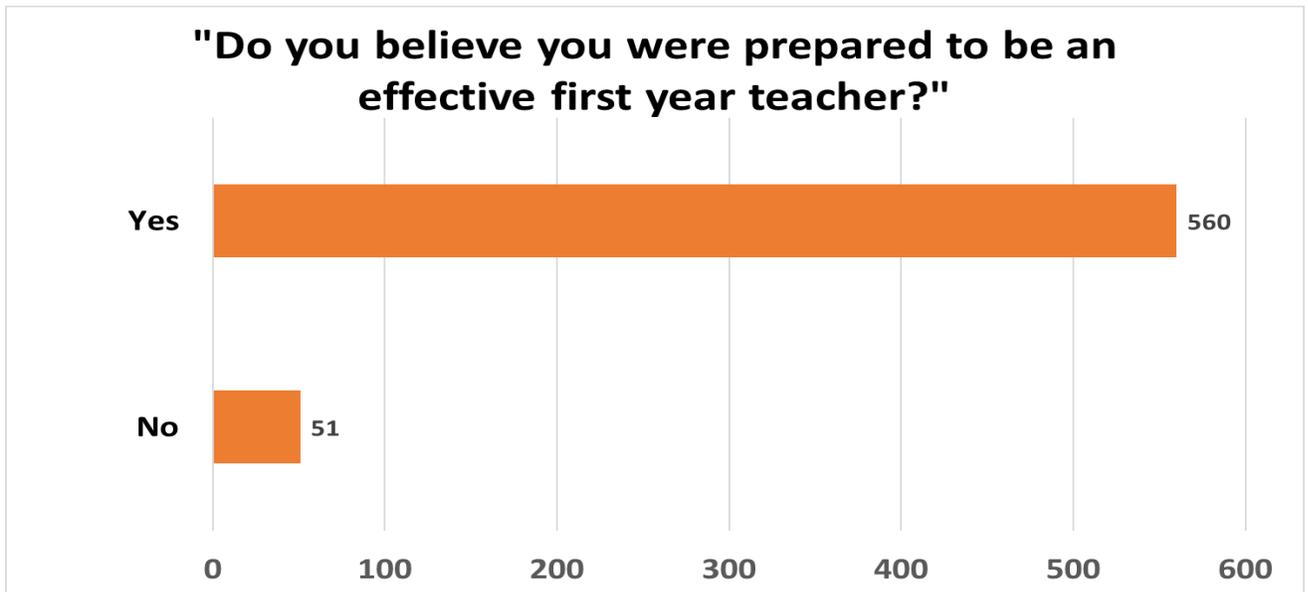


Figure 10. Responses to Question 14 (Teachers)



According to principals’ responses to first year teachers’ being effectively prepared for continuing employment, which is displayed in Figure 9, 95% of all principals responded “Yes”. The results of first year teachers rating themselves as effectively prepared teachers are shown in Figure 10, and 92% of them are confident that they were well prepared to be an effective first year teacher. Overall,

responses to Question 14 reflect highly positive information for preparation institutions to receive as over 90% of principals and teachers believe in the effective preparation by the institutions.

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.

Table 3. Correlation Coefficients between Indicators (Principals)

Indicator	1	2	3	4	5	6	7	8	9	10	11	12
1	1.00											
2	0.84	1.00										
3	0.82	0.78	1.00									
4	0.81	0.76	0.78	1.00								
5	0.78	0.74	0.74	0.79	1.00							
6	0.76	0.73	0.72	0.74	0.75	1.00						
7	0.81	0.77	0.79	0.83	0.82	0.77	1.00					
8	0.81	0.76	0.78	0.80	0.81	0.80	0.83	1.00				
9	0.77	0.72	0.76	0.74	0.71	0.71	0.75	0.74	1.00			
10	0.76	0.72	0.75	0.75	0.74	0.70	0.78	0.77	0.79	1.00		
11	0.75	0.71	0.79	0.72	0.66	0.66	0.74	0.73	0.74	0.76	1.00	
12	0.77	0.72	0.80	0.72	0.68	0.69	0.73	0.72	0.82	0.79	0.82	1.00

Note: All coefficients are statistically significant ($p < 0.01$)

For correlational relationships between the 12 indicators for principals, all values are extremely high and above 0.60. All correlation coefficients are positive, indicating that as the average response to one indicator increases, so does the average response to another indicator. There is one highest positive linear relationships within all indicators, with correlation coefficient of 0.84 (bolded in Table 3): Indicator 1 (Student Development) and Indicator 2 (Learning Differences). The correlations between individual standards within each given indicator for principals are also found to be large and positive (see Table 12 in the Appendix).

Table 4. Correlation Coefficients between Indicators (Teachers)

Indicator	1	2	3	4	5	6	7	8	9	10	11	12
1	1.00											
2	0.59	1.00										
3	0.57	0.56	1.00									
4	0.67	0.51	0.51	1.00								
5	0.59	0.52	0.54	0.67	1.00							

6	0.58	0.48	0.52	0.60	0.62	1.00						
7	0.67	0.56	0.59	0.69	0.70	0.66	1.00					
8	0.60	0.49	0.56	0.63	0.64	0.66	0.70	1.00				
9	0.53	0.47	0.51	0.50	0.48	0.49	0.57	0.56	1.00			
10	0.56	0.52	0.61	0.54	0.56	0.57	0.63	0.60	0.67	1.00		
11	0.55	0.56	0.56	0.48	0.46	0.46	0.55	0.52	0.58	0.57	1.00	
12	0.54	0.52	0.53	0.51	0.50	0.49	0.54	0.51	0.64	0.55	0.62	1.00

Note: All coefficients are statistically significant ($p < 0.01$)

In comparison, for the correlation coefficients between 12 indicators for teachers, all numbers are much lower; values are between 0.46 and 0.70. There are two highest positive linear relationships within all indicators, with correlation coefficients of 0.70 (bolded in Table 4): Indicator 5 (Application of Content) and Indicator 7 (Planning for Instruction), Indicator 8 (Instructional Strategies) and Indicator 7 (Planning for Instruction). The correlations between individual standards within each given indicator for first year teachers are found to be moderate in size, and positive (see Table 13 in the Appendix).

Conclusions

The 2019 Nebraska First Year Teacher Survey is the third year that the NFYTS was sent to first year teachers in addition to the principals following the implementation in 2017. As before, for first year teachers with more than one endorsement, a mandatory question was displayed for principals and teachers to select one endorsement that represents the primary area of focus.

The response rates from both groups of respondents were impressive and relatively high, indicating another year of successful implementation. The response rate of principals' submission is 74%, which is 18% higher than the response rate from the previous year. The response rate of first year teachers is 69%, which is also 18% higher than the response rate from the previous year.

All 12 indicators were found to be highly correlated with each other for principals, and the standards within each indicators 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 indicators 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 mean responses of principals and teachers also show little discrepancy across preparation institutions and endorsement types. Therefore, one suggestion for the next iteration of the NFYTS is to increase the number of response options from a 4-point scale to a 5-point scale. This can potentially increase the utility of the data and allow for concrete analyses.

The results obtained from the Nebraska First Year Teacher Survey is highly valuable for the continuous improvement of teacher preparation programs among Nebraska's higher educational institutions. The survey is a vital element which 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

DATE	ACTIVITY	COMMENTS
February 25, 2019	Initial Email List	Russ Vogel to send APS (Adult Program Services) and DRE (Data, Research and Evaluation) email list
March 5, 2019	Final Email List	APS and DRE to prepare final email list
March 11, 2019	Pre-notice to HR/Institutional Research Staff	Pat Madsen to send pre-notice to HR/Institutional Research staff
March 11, 2019	Pre-notice	DRE to send pre-notice to principals and teachers
March 13, 2019	Email Invitation	DRE to send invitation to principals and teachers
March 13, 2019	Pre-notice to Institutions	Pat Madsen to enlist help from institutions for upcoming final reminder
Every Thursday, March 14 – April 11, 2019	Bulletin Announcement	NDE Helpdesk to include NFYTS announcement on weekly bulletin
March 25, 2019	Non-respondent List Preparation	DRE to send non-respondent lists to Pat Madsen
March 26, 2019	Information for Preparation Institutions	Pat Madsen to send non-respondent lists to institutions
March 27, 2019	Email Reminder	DRE to send reminder to non-respondents
April 8, 2019	Final Email Reminder	Institutions to send final reminder to non-respondents
April 10, 2019	Final Email Reminder	DRE to send final reminder to non-respondents
April 12, 2019	Closure	DRE to close the NFYTS



Pre-notice to HR/Institutional Research Staff

Date: March 11, 2019

To: [Human Resource and Institutional Research Contacts]

Subject: Announcement of the 2019 Nebraska 1st Year Teacher Survey

Attachment: 2019 Nebraska 1st Year Teacher Survey.pdf

Good morning,

We are once again scheduled to distribute the 2019 Nebraska 1st Year Teacher Survey, now in its fourth year of statewide distribution. We were extremely pleased with the approximately 56% response rate for principals and 51% for teachers last year, and continue to appreciate your support in this endeavor!

Please note that this year, we are still requesting both principals and 1st year teachers themselves to fill out the survey. The paper version of the survey is attached as a PDF. The survey invitation will be sent via email on March 13, 2019 to principals and 1st year teachers.

This email is being sent to a list I have created for Human Resource and Institutional Research contacts within larger school systems. Please feel free to forward and share with others as you see fit. I know that you have taken opportunities to encourage principals and 1st year teachers to complete the survey in the past. NDE will again appreciate your kind and continuous support this year to garner a high response rate from both principals and 1st year teachers. The institutions, as always, are anxious and excited to receive the information to support their continuing improvement efforts.

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

Regards,

A handwritten signature in cursive script that reads "Pat Madsen".

Pat Madsen

Teacher Education Specialist

Adult Program Services

Pat.Madsen@nebraska.gov



Pre-notice to Principals

Date: March 11, 2019

To: [Principal_Email]

Subject: Announcement of the 2019 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 2019 Nebraska 1st Year Teacher Survey which will be sent via email to you on March 13, 2019. This survey will be sent to principals who have new-to-the-profession teachers who are completing their 1st full year of teaching in 2018-2019. These teachers will have obtained a regular initial teaching certificate during the 2017-2018 school year. The purpose of this survey is to gather administrator perceptions regarding the effectiveness of the teacher preparation institution in preparing 1st year teachers to be classroom-ready.

According to our records, [Teacher_Name] is a 1st year teacher at [School_Name]. If you believe you have received this email in error, please notify us by **March 12, 2019** at nde.research@nebraska.gov. This will allow us to direct the actual survey, which will be sent on **March 13, 2019** 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 2019 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,

Pat Madsen
Teacher Education Specialist
Adult Program Services
Pat.Madsen@nebraska.gov



Pre-notice to Teachers

Date: March 11, 2019

To: [Teacher_Email]

Subject: Announcement of the 2019 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 2019 Nebraska 1st Year Teacher Survey which will be sent via email to you on March 13, 2019. Our records indicate that you completed a teacher preparation program at a Nebraska institution and are completing your 1st full year of teaching in 2018-2019. This survey will specifically be directed to 1st year teachers who obtained a regular initial teaching certificate during the 2017-2018 school year. The purpose of this survey is to gather your perceptions regarding the extent to which you believe you were effectively prepared for teaching in the school system.

If you believe you have received this email in error, please notify us by **March 12, 2019** at nde.research@nebraska.gov. This will allow us to direct the actual survey, which will be sent on **March 13, 2019** 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 2019 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,

Pat Madsen
Teacher Education Specialist
Adult Program Services
Pat.Madsen@nebraska.gov



Email Invitation to Principals

Date: March 13, 2019

To: [Principal_Email]

Subject: 2019 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 2019 Nebraska 1st Year Teacher survey, for which you should have received an advance notice email on **March 11, 2019**. You will receive a separate survey invitation via email for each teacher in your building that will complete their 1st full year of teaching in 2018-2019 on a regular initial teaching certificate. The survey is designed to gather your input regarding **the extent to which you find the 1st year teacher was effectively prepared** for their assignment in your school, and is not meant to be an evaluation of the teacher. No information from this survey will be shared with individual teachers. NDE will compile and share results with the respective institutions for their continuous improvement and accountability considerations.

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

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

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

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

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

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

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

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

Thank you for your time and assistance in completing the 2019 Nebraska 1st Year Teacher Survey. The survey will close on **April 12, 2019, 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.

Thank you.



Sincerely,

Pat Madsen
Teacher Education Specialist
Adult Program Services
Pat.Madsen@nebraska.gov



Email Invitation to Teachers

Date: March 13, 2019

To: [Teacher_Email]

Subject: 2019 Nebraska 1st Year Teacher Survey

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

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

As a teacher completing your 1st full year of teaching in 2018-2019 on a regular initial teaching certificate, NDE is requesting your participation in the 2019 Nebraska 1st Year Teacher survey, for which you should have received an advance notice email on March 11, 2019. The survey is designed to gather your input regarding **the extent to which you believe you were effectively prepared for teaching in the school system**. Note that public reports will only use aggregated data and will not identify individual teachers. Information gained from the survey will provide invaluable help to NDE and the respective teacher preparation institutions for their continuous improvement efforts related to preparing effective educators for Nebraska schools.

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

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

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

Thank you for your time and assistance in completing the 2019 Nebraska 1st Year Teacher Survey. The survey will close on **April 12, 2019, 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.

Thank you.

Sincerely,

Pat Madsen
Teacher Education Specialist
Adult Program Services
Pat.Madsen@nebraska.gov



Pre-notice to Institutions

Date: March 13, 2019

To: [Institution Contacts]

Subject: 2019 Nebraska 1st Year Teacher Survey Released Today

Attachments: PrincipalInvite.pdf, TeacherInvite.pdf

Good morning,

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

We hope that, as in previous years, you are able to help us send the final reminder to principals/administrators and 1st year teachers (associated with your institution) on or about April 8, 2019. This final reminder has always increased our response rates substantially, thus ensuring that as many respondents are heard from. We will provide you with the list of those who have yet to respond on or about April 2, 2019.

As always, THANK YOU for your continued support.

Sincerely,

Pat Madsen
Teacher Education Specialist
Adult Program Services
Pat.Madsen@nebraska.gov



Bulletin Announcement

Date: Every Thursday, March 14 – April 11, 2019

To: [NDE Bulletin Recipients]

Subject: 2019 Nebraska 1st Year Teacher Survey

Contact: nde.research@nebraska.gov

Nebraska 1st year teachers who completed their teacher preparation program at a Nebraska institution, and school principals of these 1st year teachers, were sent an email invitation on March 13, 2019 to complete the 2019 Nebraska 1st Year Teacher Survey. The intent of the Nebraska 1st Year Teacher Survey is to obtain critical and consistent program effectiveness information from P-12 school partners that will be used by Nebraska teacher preparation institutions and the Nebraska Department of Education for continuous improvement. If you have received the email invitation and have completed the survey, we thank you for your time. If you have received the email invitation but have yet to complete the survey, please do so by **April 12, 2019**.



Email Reminder to Principals

Date: March 27, 2019

To: [Principal_Email]

Subject: Reminder: 2019 Nebraska 1st Year Teacher Survey

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

On March 13, we sent you an email invitation to participate in the 2019 Nebraska 1st Year Teacher Survey. This survey is important as it provides Nebraska educator preparation institutions with your perceptions regarding the extent to which the 1st year teacher(s) employed by your system was effectively prepared by a Nebraska institution. To the best of our knowledge, you have yet to respond to this survey. We are reaching out to you again because **your response is very important to us.**

The survey should take approximately 10 minutes to complete. Your responses to this survey will not be shared with individual teachers. Information will be compiled and shared with the respective teacher preparation institutions. Please complete the survey by **April 12, 2019.**

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

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

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

Sincerely,

Pat Madsen
Teacher Education Specialist
Adult Program Services
Pat.Madsen@nebraska.gov



Email Reminder to Teachers

Date: March 27, 2019

To: [Teacher_Email]

Subject: Reminder: 2019 Nebraska 1st Year Teacher Survey

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

On March 13, we sent you an email invitation to participate in the 2019 Nebraska 1st Year Teacher Survey. This survey is important as it provides Nebraska educator preparation institutions with your perceptions regarding the extent to which you believe you were effectively prepared by a Nebraska institution for teaching in the school system. To the best of our knowledge, you have yet to respond to this survey. We are reaching out to you again because **your response is very important to us.**

The survey should take approximately 10 minutes to complete. Public reports will only use aggregated data and will not identify individual teachers. Please complete the survey by **April 12, 2019.**

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

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

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

Sincerely,

Pat Madsen
Teacher Education Specialist
Adult Program Services
Pat.Madsen@nebraska.gov



Help Request: Final Email Reminder

Date: March 26, 2019

To: [Institution Contacts]

Subject: Reminder Help: 2019 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 2019 Nebraska 1st Year Teacher Survey as of March 26, 2019. As we have mentioned previously in an email, we hope you will consider making a contact with these folks to assure them that their participation is important. To date, we are at a **40%** response rate, and our goal is to increase that significantly!

The following is a suggestion for your email contact to the principals and 1st year teachers on **Monday, April 8, 2019.**

Subject: Final Reminder: 2019 Nebraska 1st Year Teacher Survey

Greetings!

On March 13, 2019, you received a request from the Nebraska Department of Education (NDE) to participate in the 2019 Nebraska 1st Year Teacher Survey. This survey is important to _____ [Institution Name], as well as Nebraska educator preparation institutions in general, as it provides us with your perceptions as a:

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

According to NDE records, you have yet to respond to this survey. I am reaching out to ask you to please consider completing the survey which will close on **Friday, April 12, 2019.**

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

If you cannot locate the email invitation from nde.research@nebraska.gov on March 13, 2019, 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!

Pat Madsen
Teacher Education Specialist
Adult Program Services
Pat.Madsen@nebraska.gov

Table 10. Average Responses for Each Standard within an Indicator

	Principals	Teachers
Standard 1.1	2.5015	2.4454
Standard 1.2	2.4733	2.4927
Standard 1.3	2.4533	2.3148
Standard 2.1	2.4885	2.4771
Standard 2.2	2.4793	2.4535
Standard 3.1	2.5305	2.5670
Standard 3.2	2.5061	2.5483
Standard 3.3	2.3841	2.2537
Standard 4.1	2.5153	2.3563
Standard 4.2	2.4580	2.3235
Standard 4.3	2.5817	2.3404
Standard 5.1	2.3058	2.2925
Standard 5.2	2.3241	2.3083
Standard 6.1	2.3942	2.4508
Standard 6.2	2.3237	2.3672
Standard 7.1	2.3963	2.2820
Standard 7.2	2.3893	2.3580
Standard 7.3	2.4119	2.3602
Standard 8.1	2.4353	2.4648
Standard 8.2	2.3552	2.3519
Standard 8.3	2.4371	2.3191
Standard 9.1	2.5632	2.5599
Standard 9.2	2.7176	2.7373
Standard 9.3	2.5107	2.5780
Standard 10.1	2.4939	2.5501
Standard 10.2	2.4410	2.4230
Standard 11.1	2.6305	2.6951
Standard 12.1	2.6189	2.7447
Standard 12.2	2.5884	2.6989
Standard 12.3	2.5838	2.6934
Standard 12.4	2.7053	2.7796

Table 11. T-test Results of Indicators

Indicator	t-value (p-value)
1. Student Development	1.835 (0.067)
2. Learning Differences	0.596 (0.551)
3. Learning Environments	0.502 (0.615)
4. Content Knowledge	5.517 (0.000)
5. Application of Content	0.376 (0.707)
6. Assessment	-1.298 (0.195)
7. Planning for Instruction	1.908 (0.057)
8. Instructional Strategies	0.854 (0.393)
9. Professional Learning and Ethical Practice	-0.930 (0.353)
10. Leadership and Collaboration	-0.603 (0.547)
11. Impact on Student Learning and Development	-2.033 (0.042)
12. Professional Dispositions	-3.623 (0.000)

Table 12. Correlation between Standards within Each Indicator (Principals)

Indicator 1. Student Development (Principals)

Correlation Coefficient	Standard 1.1	Standard 1.2	Standard 1.3
Standard 1.1	1.00		
Standard 1.2	0.82	1.00	
Standard 1.3	0.78	0.76	1.00

Indicator 2. Learning Differences (Principals)

Correlation Coefficient	Standard 2.1	Standard 2.2
Standard 2.1	1.00	
Standard 2.2	0.79	1.00

Indicator 3. Learning Environments (Principals)

Correlation Coefficient	Standard 3.1	Standard 3.2	Standard 3.3
Standard 3.1	1.00		
Standard 3.2	0.78	1.00	
Standard 3.3	0.72	0.79	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	0.75	1.00	
Standard 4.3	0.67	0.70	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 6.1	1.00	
Standard 6.2	0.82	1.00

Indicator 7. Planning for Instruction (Principals)

Correlation Coefficient	Standard 7.1	Standard 7.2	Standard 7.3
Standard 7.1	1.00		
Standard 7.2	0.77	1.00	
Standard 7.3	0.77	0.80	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	0.84	1.00	
Standard 8.3	0.67	0.71	1.00

Indicator 9. Professional Learning and Ethical Practice (Principals)

Correlation Coefficient	Standard 9.1	Standard 9.2	Standard 9.3
Standard 9.1	1.00		
Standard 9.2	0.61	1.00	
Standard 9.3	0.70	0.72	1.00

Indicator 10. Leadership and Collaboration (Principals)

Correlation Coefficient	Standard 10.1	Standard 10.2
Standard 10.1	1.00	
Standard 10.2	0.82	1.00

Indicator 11. Impact on Student Learning and Development (Principals)

Correlation Coefficient	Standard 11.1
Standard 11.1	1.00

Indicator 12. Professional Dispositions (Principals)

Correlation Coefficient	Standard 12.1	Standard 12.2	Standard 12.3	Standard 12.4
Standard 12.1	1.00			
Standard 12.2	0.79	1.00		
Standard 12.3	0.77	0.82	1.00	
Standard 12.4	0.75	0.70	0.75	1.00

Table 13. Correlation between Standards within Each Indicator (Teachers)
Indicator 1. Student Development (Teachers)

Correlation Coefficient	Standard 1.1	Standard 1.2	Standard 1.3
Standard 1.1	1.00		
Standard 1.2	0.59	1.00	
Standard 1.3	0.54	0.54	1.00

Indicator 2. Learning Differences (Teachers)

Correlation Coefficient	Standard 2.1	Standard 2.2
Standard 2.1	1.00	
Standard 2.2	0.58	1.00

Indicator 3. Learning Environments (Teachers)

Correlation Coefficient	Standard 3.1	Standard 3.2	Standard 3.3
Standard 3.1	1.00		
Standard 3.2	0.58	1.00	
Standard 3.3	0.47	0.62	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	0.63	1.00	
Standard 4.3	0.50	0.57	1.00

Indicator 5. Application of Content (Teachers)

Correlation Coefficient	Standard 5.1	Standard 5.2
Standard 5.1	1.00	
Standard 5.2	0.60	1.00

Indicator 6. Assessment (Teachers)

Correlation Coefficient	Standard 6.1	Standard 6.2
Standard 6.1	1.00	
Standard 6.2	0.77	1.00

Indicator 7. Planning for Instruction (Teachers)

Correlation Coefficients	Standard 7.1	Standard 7.2	Standard 7.3
Standard 7.1	1.00		
Standard 7.2	0.64	1.00	
Standard 7.3	0.56	0.69	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	0.73	1.00	
Standard 8.3	0.52	0.50	1.00

Indicator 9. Professional Learning and Ethical Practice (Teachers)

Correlation Coefficient	Standard 9.1	Standard 9.2	Standard 9.3
Standard 9.1	1.00		
Standard 9.2	0.55	1.00	
Standard 9.3	0.54	0.60	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

Indicator 11. Impact on Student Learning and Development (Teachers)

Correlation Coefficient	Standard 11.1
Standard 11.1	1.00

Indicator 12. Professional Dispositions (Teachers)

Correlation Coefficient	Standard 12.1	Standard 12.2	Standard 12.3	Standard 12.4
Standard 12.1	1.00			
Standard 12.2	0.70	1.00		
Standard 12.3	0.58	0.67	1.00	
Standard 12.4	0.60	0.62	0.66	1.00

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

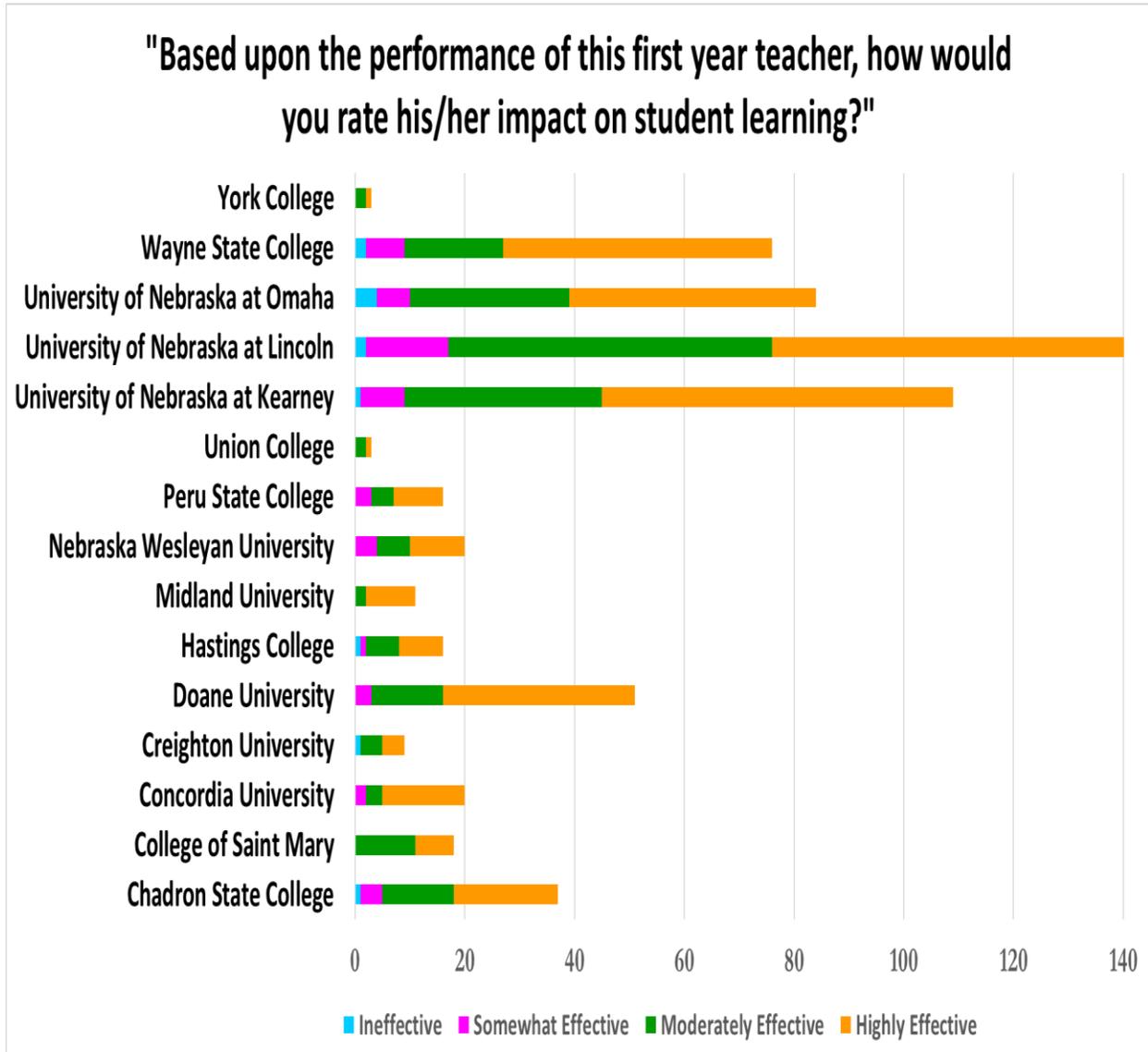


Figure 12. Responses to Question 14 by Preparation Institution (Principals)

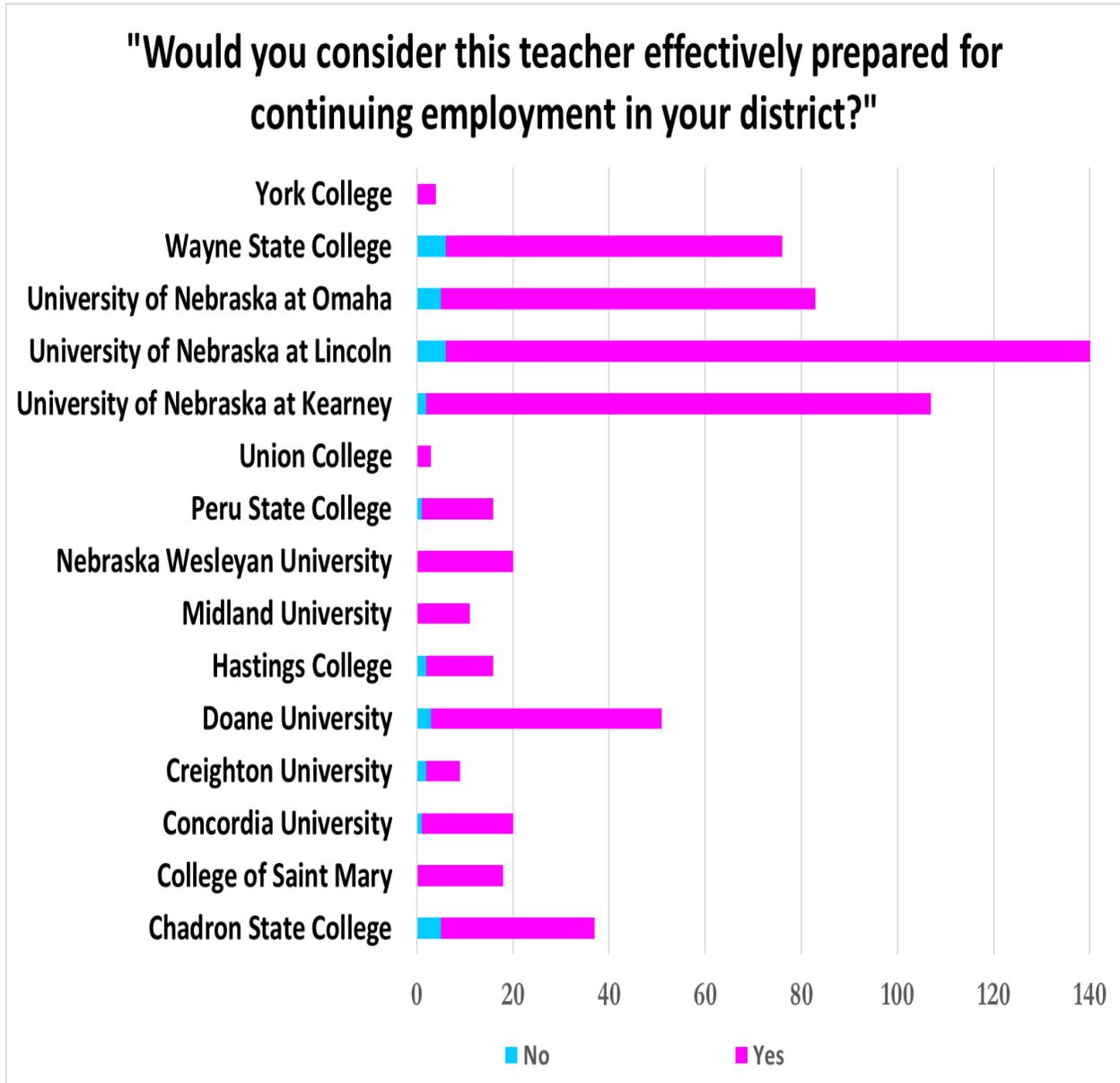


Figure 13. Responses to Question 13 by Preparation Institution (Teachers)

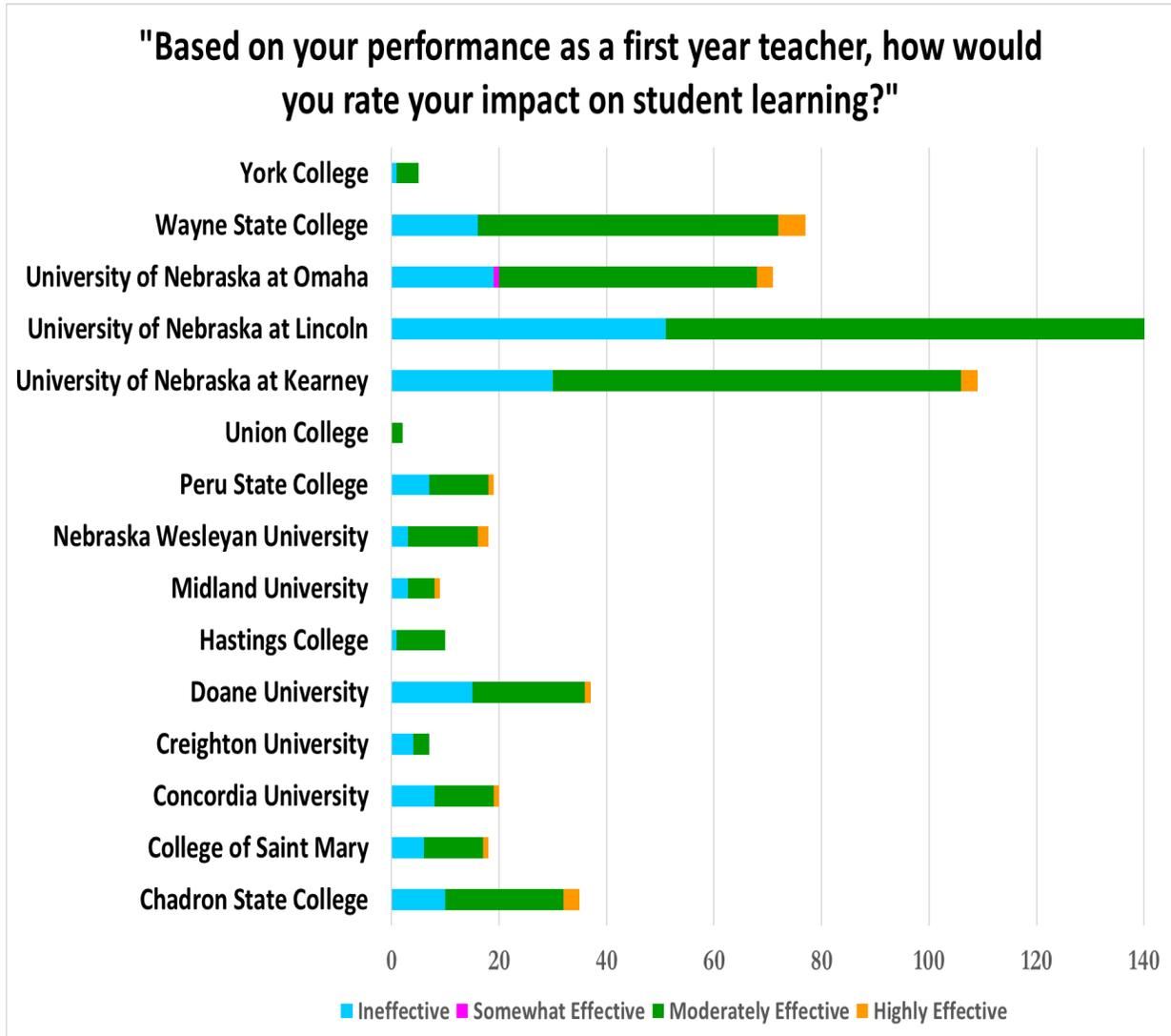


Figure 14. Responses to Question 14 by Preparation Institution (Teacher)

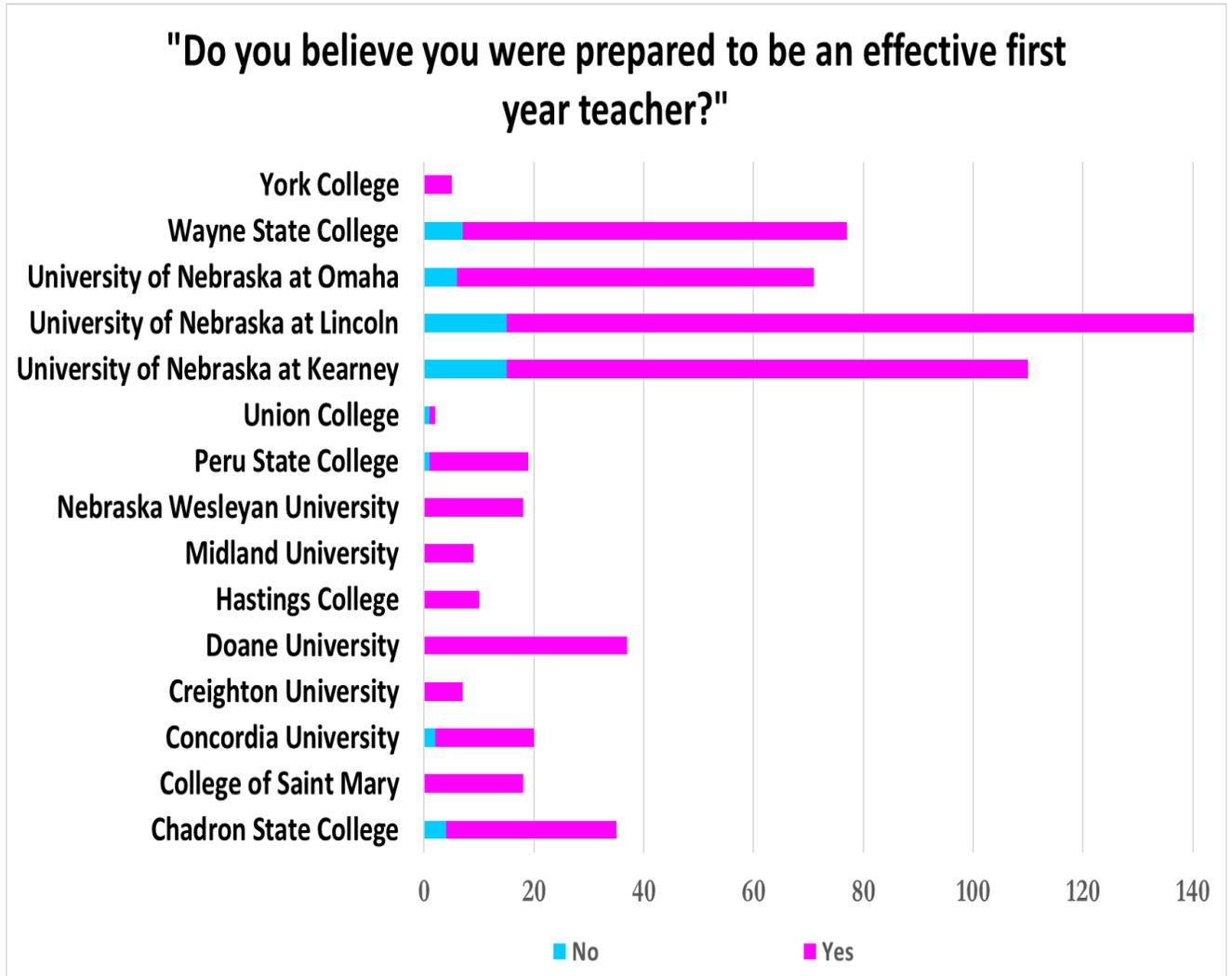


Figure 15. Survey Responses by Endorsement Type (Principals)

Statewide (Principals)										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
		N	%	N	%	N	%	N	%	
Indicator 1.1	Content Endorsements	130	46	116	41	35	12	0	0	281
	Early Childhood	18	82	3	14	1	5	0	0	22
	Elementary	167	68	70	28	10	4	0	0	247
	Middle Grades	12	57	8	38	0	0	1	5	21
	Special Education	56	66	23	27	6	7	0	0	85
	Total	383	58	220	34	52	8	1	0	656
Indicator 1.2	Content Endorsements	124	44	119	42	36	13	2	1	281
	Early Childhood	16	73	5	23	1	5	0	0	22
	Elementary	162	66	73	30	12	5	0	0	247
	Middle Grades	11	55	7	35	2	10	0	0	20
	Special Education	56	66	25	29	4	5	0	0	85
	Total	369	56	229	35	55	8	2	0	655
Indicator 1.3	Content Endorsements	130	46	113	40	34	12	3	1	280
	Early Childhood	13	59	7	32	2	9	0	0	22
	Elementary	162	66	70	28	14	6	1	0	247
	Middle Grades	11	58	3	16	5	26	0	0	19
	Special Education	52	61	26	31	5	6	2	2	85
	Total	368	56	219	34	60	9	6	1	653
Indicator 2.1	Content Endorsements	130	46	108	39	39	14	3	1	280
	Early Childhood	12	55	8	36	2	9	0	0	22
	Elementary	171	70	66	27	9	4	0	0	246
	Middle Grades	11	52	7	33	2	10	1	5	21
	Special Education	59	70	22	26	2	2	1	1	84
	Total	383	59	211	32	54	8	5	1	653
Indicator 2.2	Content Endorsements	127	45	121	43	28	10	4	1	280
	Early Childhood	14	64	6	27	2	9	0	0	22
	Elementary	172	70	61	25	13	5	0	0	246
	Middle Grades	10	48	8	38	3	14	0	0	21
	Special Education	52	62	25	30	6	7	1	1	84
	Total	375	57	221	34	52	8	5	1	653
Indicator 3.1	Content Endorsements	157	56	87	31	33	12	4	1	281
	Early Childhood	16	73	4	18	2	9	0	0	22

Statewide (Principals)										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
		N	%	N	%	N	%	N	%	
	Elementary	176	71	59	24	11	4	1	0	247
	Middle Grades	14	67	4	19	3	14	0	0	21
	Special Education	55	65	21	25	7	8	2	2	85
	Total	418	64	175	27	56	9	7	1	656
Indicator 3.2	Content Endorsements	152	54	87	31	37	13	5	2	281
	Early Childhood	15	68	6	27	1	5	0	0	22
	Elementary	171	69	61	25	13	5	2	1	247
	Middle Grades	13	62	5	24	3	14	0	0	21
	Special Education	59	69	19	22	4	5	3	4	85
	Total	410	62	178	27	58	9	10	2	656
Indicator 3.3	Content Endorsements	124	44	102	36	44	16	11	4	281
	Early Childhood	12	55	7	32	3	14	0	0	22
	Elementary	157	64	68	28	20	8	2	1	247
	Middle Grades	9	43	8	38	4	19	0	0	21
	Special Education	59	69	14	16	12	14	0	0	85
	Total	361	55	199	30	83	13	13	2	656
Indicator 4.1	Content Endorsements	153	55	103	37	22	8	1	0	279
	Early Childhood	11	50	9	41	2	9	0	0	22
	Elementary	152	62	88	36	7	3	0	0	247
	Middle Grades	12	57	8	38	1	5	0	0	21
	Special Education	52	61	26	31	5	6	2	2	85
	Total	380	58	234	36	37	6	3	0	654
Indicator 4.2	Content Endorsements	136	49	116	41	25	9	3	1	280
	Early Childhood	11	50	9	41	2	9	0	0	22
	Elementary	150	60	84	34	12	5	2	1	248
	Middle Grades	12	57	6	29	2	10	1	5	21
	Special Education	53	63	25	30	3	4	3	4	84
	Total	362	55	240	37	44	7	9	1	655
Indicator 4.3	Content Endorsements	157	56	105	38	15	5	2	1	279
	Early Childhood	15	68	5	23	2	9	0	0	22
	Elementary	181	73	56	23	10	4	1	0	248
	Middle Grades	16	76	4	19	1	5	0	0	21
	Special Education	56	66	23	27	2	2	4	5	85

Statewide (Principals)										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
		N	%	N	%	N	%	N	%	N
	Total	425	65	193	29	30	5	7	1	655
Indicator 5.1	Content Endorsements	107	38	117	42	53	19	3	1	280
	Early Childhood	10	45	9	41	3	14	0	0	22
	Elementary	129	52	94	38	21	9	2	1	246
	Middle Grades	10	48	8	38	3	14	0	0	21
	Special Education	47	55	29	34	5	6	4	5	85
	Total	303	46	257	39	85	13	9	1	654
Indicator 5.2	Content Endorsements	111	40	115	41	52	19	1	0	279
	Early Childhood	12	55	9	41	1	5	0	0	22
	Elementary	131	53	93	38	21	9	1	0	246
	Middle Grades	10	48	7	33	4	19	0	0	21
	Special Education	43	52	29	35	8	10	3	4	83
	Total	307	47	253	39	86	13	5	1	651
Indicator 6.1	Content Endorsements	119	42	116	41	38	14	8	3	281
	Early Childhood	11	50	8	36	3	14	0	0	22
	Elementary	153	62	78	31	17	7	0	0	248
	Middle Grades	9	43	11	52	1	5	0	0	21
	Special Education	49	58	29	34	7	8	0	0	85
	Total	341	52	242	37	66	10	8	1	657
Indicator 6.2	Content Endorsements	114	41	107	38	50	18	9	3	280
	Early Childhood	11	50	7	32	4	18	0	0	22
	Elementary	139	56	91	37	17	7	1	0	248
	Middle Grades	6	29	11	52	4	19	0	0	21
	Special Education	47	56	27	32	10	12	0	0	84
	Total	317	48	243	37	85	13	10	2	655
Indicator 7.1	Content Endorsements	123	44	113	40	43	15	2	1	281
	Early Childhood	13	59	6	27	3	14	0	0	22
	Elementary	147	60	82	33	17	7	1	0	247
	Middle Grades	10	48	7	33	4	19	0	0	21
	Special Education	51	60	26	31	5	6	3	4	85
	Total	344	52	234	36	72	11	6	1	656
Indicator 7.2	Content Endorsements	120	43	117	42	38	14	5	2	280
	Early Childhood	14	64	6	27	2	9	0	0	22

Statewide (Principals)										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
		N	%	N	%	N	%	N	%	N
	Elementary	145	59	82	33	20	8	0	0	247
	Middle Grades	10	48	8	38	3	14	0	0	21
	Special Education	53	62	21	25	8	9	3	4	85
	Total	342	52	234	36	71	11	8	1	655
Indicator 7.3	Content Endorsements	118	42	124	44	36	13	2	1	280
	Early Childhood	16	73	5	23	1	5	0	0	22
	Elementary	147	60	82	33	16	7	0	0	245
	Middle Grades	12	57	4	19	5	24	0	0	21
	Special Education	52	61	21	25	10	12	2	2	85
	Total	345	53	236	36	68	10	4	1	653
Indicator 8.1	Content Endorsements	131	47	102	36	45	16	3	1	281
	Early Childhood	12	55	9	41	1	5	0	0	22
	Elementary	153	62	83	33	10	4	2	1	248
	Middle Grades	12	57	6	29	3	14	0	0	21
	Special Education	56	66	20	24	9	11	0	0	85
	Total	364	55	220	33	68	10	5	1	657
Indicator 8.2	Content Endorsements	107	38	119	42	50	18	4	1	280
	Early Childhood	10	45	9	41	2	9	1	5	22
	Elementary	146	59	88	35	13	5	1	0	248
	Middle Grades	11	52	5	24	5	24	0	0	21
	Special Education	51	60	27	32	4	5	3	4	85
	Total	325	50	248	38	74	11	9	1	656
Indicator 8.3	Content Endorsements	137	49	108	39	30	11	5	2	280
	Early Childhood	13	59	6	27	2	9	1	5	22
	Elementary	154	63	76	31	16	7	0	0	246
	Middle Grades	11	52	7	33	3	14	0	0	21
	Special Education	48	58	22	27	11	13	2	2	83
	Total	363	56	219	34	62	10	8	1	652
Indicator 9.1	Content Endorsements	148	53	103	37	28	10	2	1	281
	Early Childhood	15	68	5	23	2	9	0	0	22
	Elementary	186	75	54	22	6	2	2	1	248
	Middle Grades	13	62	6	29	2	10	0	0	21
	Special Education	61	72	17	20	7	8	0	0	85

Statewide (Principals)										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
		N	%	N	%	N	%	N	%	N
	Total	423	64	185	28	45	7	4	1	657
Indicator 9.2	Content Endorsements	195	69	70	25	14	5	2	1	281
	Early Childhood	19	86	2	9	1	5	0	0	22
	Elementary	208	84	32	13	6	2	1	0	247
	Middle Grades	17	81	3	14	1	5	0	0	21
	Special Education	65	77	14	17	4	5	1	1	84
	Total	504	77	121	18	26	4	4	1	655
Indicator 9.3	Content Endorsements	134	48	112	40	32	11	3	1	281
	Early Childhood	15	68	6	27	1	5	0	0	22
	Elementary	177	72	58	23	12	5	0	0	247
	Middle Grades	13	62	7	33	1	5	0	0	21
	Special Education	61	72	16	19	3	4	5	6	85
	Total	400	61	199	30	49	7	8	1	656
Indicator 10.1	Content Endorsements	138	49	104	37	38	14	0	0	280
	Early Childhood	14	64	6	27	2	9	0	0	22
	Elementary	177	71	53	21	17	7	1	0	248
	Middle Grades	12	57	6	29	3	14	0	0	21
	Special Education	57	67	19	22	6	7	3	4	85
	Total	398	61	188	29	66	10	4	1	656
Indicator 10.2	Content Endorsements	132	47	104	37	42	15	0	0	278
	Early Childhood	15	68	6	27	1	5	0	0	22
	Elementary	158	64	70	28	19	8	1	0	248
	Middle Grades	10	48	9	43	2	10	0	0	21
	Special Education	51	61	23	27	8	10	2	2	84
	Total	366	56	212	32	72	11	3	0	653
Indicator 11.1	Content Endorsements	176	63	81	29	21	8	2	1	280
	Early Childhood	17	77	4	18	1	5	0	0	22
	Elementary	190	77	49	20	7	3	1	0	247
	Middle Grades	14	67	7	33	0	0	0	0	21
	Special Education	60	71	18	21	5	6	2	2	85
	Total	457	70	159	24	34	5	5	1	655
Indicator 12.1	Content Endorsements	183	65	70	25	24	9	4	1	281
	Early Childhood	15	68	5	23	1	5	1	5	22

Statewide (Principals)										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
		N	%	N	%	N	%	N	%	
	Elementary	195	79	40	16	10	4	2	1	247
	Middle Grades	14	67	5	24	2	10	0	0	21
	Special Education	60	71	17	20	6	7	2	2	85
	Total	467	71	137	21	43	7	9	1	656
Indicator 12.2	Content Endorsements	172	61	78	28	27	10	3	1	280
	Early Childhood	17	77	3	14	2	9	0	0	22
	Elementary	192	77	42	17	13	5	1	0	248
	Middle Grades	13	62	6	29	2	10	0	0	21
	Special Education	57	67	17	20	9	11	2	2	85
	Total	451	69	146	22	53	8	6	1	656
Indicator 12.3	Content Endorsements	170	60	81	29	24	9	6	2	281
	Early Childhood	17	77	4	18	1	5	0	0	22
	Elementary	186	75	52	21	8	3	1	0	247
	Middle Grades	14	67	5	24	2	10	0	0	21
	Special Education	57	67	19	22	6	7	3	4	85
	Total	444	68	161	25	41	6	10	2	656
Indicator 12.4	Content Endorsements	195	69	71	25	15	5	0	0	281
	Early Childhood	18	82	3	14	1	5	0	0	22
	Elementary	202	82	39	16	6	2	0	0	247
	Middle Grades	14	70	5	25	1	5	0	0	20
	Special Education	63	74	15	18	7	8	0	0	85
	Total	492	75	133	20	30	5	0	0	655

Figure 16. Survey Responses by Endorsement Type (Teachers)

Statewide (Teachers)										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
		N	%	N	%	N	%	N	%	
Indicator 1.1	Content Endorsements	122	47	119	46	20	8	0	0	261
	Early Childhood	21	72	8	28	0	0	0	0	29
	Elementary	123	53	95	41	13	6	1	0	232
	Middle Grades	9	60	5	33	1	7	0	0	15
	Special Education	38	50	34	45	4	5	0	0	76
	Total	313	51	261	43	38	6	1	0	613
Indicator 1.2	Content Endorsements	132	51	109	42	18	7	2	1	261
	Early Childhood	17	59	11	38	1	3	0	0	29
	Elementary	139	60	84	36	8	3	1	0	232
	Middle Grades	7	47	8	53	0	0	0	0	15
	Special Education	41	54	34	45	1	1	0	0	76
	Total	336	55	246	40	28	5	3	0	613
Indicator 1.3	Content Endorsements	98	38	129	49	31	12	3	1	261
	Early Childhood	13	45	16	55	0	0	0	0	29
	Elementary	101	44	113	49	17	7	1	0	232
	Middle Grades	9	60	6	40	0	0	0	0	15
	Special Education	31	41	42	55	3	4	0	0	76
	Total	252	41	306	50	51	8	4	1	613
Indicator 2.1	Content Endorsements	147	57	84	32	26	10	3	1	260
	Early Childhood	15	52	14	48	0	0	0	0	29
	Elementary	130	56	82	35	15	6	5	2	232
	Middle Grades	7	47	6	40	2	13	0	0	15
	Special Education	52	68	24	32	0	0	0	0	76
	Total	351	57	210	34	43	7	8	1	612
Indicator 2.2	Content Endorsements	125	48	113	43	21	8	2	1	261
	Early Childhood	14	48	14	48	1	3	0	0	29
	Elementary	129	56	90	39	11	5	2	1	232
	Middle Grades	8	53	6	40	1	7	0	0	15
	Special Education	45	59	30	39	1	1	0	0	76
	Total	321	52	253	41	35	6	4	1	613
Indicator 3.1	Content Endorsements	144	55	95	37	21	8	0	0	260
	Early Childhood	20	69	8	28	1	3	0	0	29

Statewide (Teachers)										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
		N	%	N	%	N	%	N	%	N
	Elementary	163	70	62	27	6	3	1	0	232
	Middle Grades	10	67	5	33	0	0	0	0	15
	Special Education	41	54	34	45	1	1	0	0	76
	Total	378	62	204	33	29	5	1	0	612
Indicator 3.2	Content Endorsements	144	55	96	37	19	7	1	0	260
	Early Childhood	16	55	13	45	0	0	0	0	29
	Elementary	150	65	74	32	7	3	1	0	232
	Middle Grades	10	67	5	33	0	0	0	0	15
	Special Education	46	61	28	37	1	1	0	0	75
	Total	366	60	216	35	27	4	2	0	611
Indicator 3.3	Content Endorsements	91	35	115	44	47	18	7	3	260
	Early Childhood	14	48	14	48	1	3	0	0	29
	Elementary	101	44	108	47	19	8	3	1	231
	Middle Grades	8	53	6	40	1	7	0	0	15
	Special Education	40	53	25	33	11	14	0	0	76
	Total	254	42	268	44	79	13	10	2	611
Indicator 4.1	Content Endorsements	133	51	109	42	18	7	0	0	260
	Early Childhood	8	29	19	68	1	4	0	0	28
	Elementary	90	39	117	51	21	9	2	1	230
	Middle Grades	9	60	5	33	1	7	0	0	15
	Special Education	31	41	38	50	5	7	2	3	76
	Total	271	44	288	47	46	8	4	1	609
Indicator 4.2	Content Endorsements	115	44	122	47	24	9	0	0	261
	Early Childhood	10	34	19	66	0	0	0	0	29
	Elementary	91	39	120	52	19	8	1	0	231
	Middle Grades	8	53	7	47	0	0	0	0	15
	Special Education	26	34	43	57	7	9	0	0	76
	Total	250	41	311	51	50	8	1	0	612
Indicator 4.3	Content Endorsements	121	46	102	39	34	13	4	2	261
	Early Childhood	14	48	15	52	0	0	0	0	29
	Elementary	122	53	82	36	25	11	1	0	230
	Middle Grades	9	60	5	33	1	7	0	0	15
	Special Education	29	38	32	42	13	17	2	3	76

Statewide (Teachers)										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
		N	%	N	%	N	%	N	%	N
	Total	295	48	236	39	73	12	7	1	611
Indicator 5.1	Content Endorsements	114	44	99	38	44	17	3	1	260
	Early Childhood	15	52	12	41	2	7	0	0	29
	Elementary	101	44	104	45	26	11	1	0	232
	Middle Grades	9	60	4	27	2	13	0	0	15
	Special Education	28	37	42	55	6	8	0	0	76
	Total	267	44	261	43	80	13	4	1	612
Indicator 5.2	Content Endorsements	114	44	107	41	38	15	2	1	261
	Early Childhood	15	52	12	41	2	7	0	0	29
	Elementary	99	43	108	47	23	10	2	1	232
	Middle Grades	6	40	7	47	2	13	0	0	15
	Special Education	33	43	38	50	5	7	0	0	76
	Total	267	44	272	44	70	11	4	1	613
Indicator 6.1	Content Endorsements	137	53	91	35	31	12	1	0	260
	Early Childhood	16	55	12	41	1	3	0	0	29
	Elementary	133	58	84	36	11	5	3	1	231
	Middle Grades	8	53	5	33	2	13	0	0	15
	Special Education	39	52	32	43	3	4	1	1	75
	Total	333	55	224	37	48	8	5	1	610
Indicator 6.2	Content Endorsements	113	43	108	42	36	14	3	1	260
	Early Childhood	15	52	13	45	1	3	0	0	29
	Elementary	122	53	96	42	11	5	2	1	231
	Middle Grades	6	40	6	40	3	20	0	0	15
	Special Education	36	48	33	44	5	7	1	1	75
	Total	292	48	256	42	56	9	6	1	610
Indicator 7.1	Content Endorsements	86	33	136	52	37	14	2	1	261
	Early Childhood	17	59	12	41	0	0	0	0	29
	Elementary	104	45	107	47	16	7	3	1	230
	Middle Grades	3	21	9	64	2	14	0	0	14
	Special Education	34	45	35	46	7	9	0	0	76
	Total	244	40	299	49	62	10	5	1	610
Indicator 7.2	Content Endorsements	121	47	112	43	26	10	1	0	260
	Early Childhood	13	45	15	52	1	3	0	0	29

Statewide (Teachers)										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
		N	%	N	%	N	%	N	%	
	Elementary	114	50	93	40	21	9	2	1	230
	Middle Grades	7	50	7	50	0	0	0	0	14
	Special Education	27	36	39	51	10	13	0	0	76
	Total	282	46	266	44	58	10	3	0	609
Indicator 7.3	Content Endorsements	117	45	108	41	34	13	2	1	261
	Early Childhood	10	34	19	66	0	0	0	0	29
	Elementary	117	51	92	40	18	8	2	1	229
	Middle Grades	9	64	5	36	0	0	0	0	14
	Special Education	33	44	35	47	7	9	0	0	75
	Total	286	47	259	43	59	10	4	1	608
Indicator 8.1	Content Endorsements	138	53	100	38	22	8	1	0	261
	Early Childhood	14	48	15	52	0	0	0	0	29
	Elementary	126	55	92	40	11	5	1	0	230
	Middle Grades	9	60	5	33	1	7	0	0	15
	Special Education	42	55	28	37	5	7	1	1	76
	Total	329	54	240	39	39	6	3	0	611
Indicator 8.2	Content Endorsements	113	43	112	43	35	13	1	0	261
	Early Childhood	17	59	12	41	0	0	0	0	29
	Elementary	111	48	103	45	15	7	1	0	230
	Middle Grades	5	33	9	60	1	7	0	0	15
	Special Education	32	42	36	47	8	11	0	0	76
	Total	278	45	272	45	59	10	2	0	611
Indicator 8.3	Content Endorsements	134	51	94	36	28	11	5	2	261
	Early Childhood	16	55	11	38	2	7	0	0	29
	Elementary	108	47	92	40	28	12	2	1	230
	Middle Grades	6	40	8	53	1	7	0	0	15
	Special Education	23	30	35	46	17	22	1	1	76
	Total	287	47	240	39	76	12	8	1	611
Indicator 9.1	Content Endorsements	159	61	80	31	19	7	2	1	260
	Early Childhood	18	62	11	38	0	0	0	0	29
	Elementary	151	66	67	29	9	4	2	1	229
	Middle Grades	8	53	7	47	0	0	0	0	15
	Special Education	46	61	25	33	5	7	0	0	76

Statewide (Teachers)										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
		N	%	N	%	N	%	N	%	N
	Total	382	63	190	31	33	5	4	1	609
Indicator 9.2	Content Endorsements	195	75	60	23	5	2	0	0	260
	Early Childhood	20	69	9	31	0	0	0	0	29
	Elementary	176	77	48	21	4	2	1	0	229
	Middle Grades	11	73	4	27	0	0	0	0	15
	Special Education	59	78	16	21	1	1	0	0	76
	Total	461	76	137	22	10	2	1	0	609
Indicator 9.3	Content Endorsements	155	60	84	32	20	8	1	0	260
	Early Childhood	21	72	8	28	0	0	0	0	29
	Elementary	152	66	69	30	6	3	2	1	229
	Middle Grades	9	60	6	40	0	0	0	0	15
	Special Education	52	68	19	25	5	7	0	0	76
	Total	389	64	186	31	31	5	3	0	609
Indicator 10.1	Content Endorsements	142	55	97	37	21	8	0	0	260
	Early Childhood	19	66	10	34	0	0	0	0	29
	Elementary	151	66	72	31	6	3	1	0	230
	Middle Grades	7	47	8	53	0	0	0	0	15
	Special Education	47	63	26	35	2	3	0	0	75
	Total	366	60	213	35	29	5	1	0	609
Indicator 10.2	Content Endorsements	113	43	119	46	26	10	2	1	260
	Early Childhood	17	59	12	41	0	0	0	0	29
	Elementary	135	59	80	35	14	6	1	0	230
	Middle Grades	8	53	7	47	0	0	0	0	15
	Special Education	35	46	37	49	4	5	0	0	76
	Total	308	50	255	42	44	7	3	0	610
Indicator 11.1	Content Endorsements	181	70	73	28	6	2	0	0	260
	Early Childhood	21	72	8	28	0	0	0	0	29
	Elementary	169	73	56	24	4	2	1	0	230
	Middle Grades	12	80	3	20	0	0	0	0	15
	Special Education	54	71	21	28	1	1	0	0	76
	Total	437	72	161	26	11	2	1	0	610
Indicator 12.1	Content Endorsements	194	75	57	22	8	3	1	0	260
	Early Childhood	22	76	7	24	0	0	0	0	29

Statewide (Teachers)										
	Endorsement Type	Consistent		Frequent		Occasional		Rare		Grand Total
		N	%	N	%	N	%	N	%	
	Elementary	182	79	44	19	4	2	1	0	231
	Middle Grades	12	80	3	20	0	0	0	0	15
	Special Education	62	82	13	17	1	1	0	0	76
	Total	472	77	124	20	13	2	2	0	611
Indicator 12.2	Content Endorsements	184	71	65	25	11	4	0	0	260
	Early Childhood	20	69	8	28	1	3	0	0	29
	Elementary	173	75	49	21	8	3	1	0	231
	Middle Grades	11	73	4	27	0	0	0	0	15
	Special Education	61	80	15	20	0	0	0	0	76
	Total	449	73	141	23	20	3	1	0	611
Indicator 12.3	Content Endorsements	187	72	59	23	13	5	0	0	259
	Early Childhood	18	62	10	34	1	3	0	0	29
	Elementary	173	75	51	22	5	2	2	1	231
	Middle Grades	10	67	4	27	1	7	0	0	15
	Special Education	59	78	17	22	0	0	0	0	76
	Total	447	73	141	23	20	3	2	0	610
Indicator 12.4	Content Endorsements	201	78	51	20	7	3	0	0	259
	Early Childhood	21	72	8	28	0	0	0	0	29
	Elementary	191	83	33	14	4	2	1	0	229
	Middle Grades	11	73	4	27	0	0	0	0	15
	Special Education	63	83	13	17	0	0	0	0	76
	Total	487	80	109	18	11	2	1	0	608