



2021 Nebraska First Year Teacher Survey: Summary Report

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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 early-April 2021. This year marks the seventh successful implementation of the survey, with the survey being sent to both principals and first-year teachers for the fifth time. Surveys were distributed to the principals of first-year teachers, and to the first-year teachers themselves, who completed their preparation programs at 14 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

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

Method

Similar to last year, the survey was developed using the Qualtrics survey software application and distributed electronically via email. Respondents were asked to rate the extent to which the first-year teacher was effectively prepared for their school assignment on various indicators. These indicators were based on the degree to which the teacher met the expectations: Advanced, Proficient, Developing, or Below Standard. All 25 indicator survey question items were grouped under 10 key teaching indicators adapted from the InTASC Model Core Teaching Standards as previously mentioned. Question 11 asked both principals and teachers to rate the teacher's impact on student learning. In question 12, principals were also asked if they considered the teacher effectively prepared for continuing employment in their districts. Teachers, on the other hand, were asked if they were prepared to be an effective first-year teacher. Question 13 was designed to collect comments from principals and teachers for informing the institution's continuous improvement efforts toward preparing classroom-ready teachers. Questions 14 requested for comments about the NFYTS survey process itself.

A list of teachers who were employed during the 2020-2021 school year and received their initial teaching endorsement during the 2019-2020 school year from one of the participating institution's teacher preparation programs was compiled. The data for this list came from the Nebraska Student and Staff Record System (NSSRS) and the Nebraska Teacher Certification Database. If a teacher had assignments at multiple schools, the survey was sent to the principal of the school where the majority of the teacher's full-time equivalency (FTE) was assigned.

Since the NFYTS is a web survey, all communication regarding the survey was done electronically via email. Pre-notification of the survey was sent out on March 3rd to HR/Institutional Research staff, principals, and teachers. The survey email invitation was also sent out on March 16th with subsequent email reminders sent on March 25th and April 5th. The survey finally closed on April 9th, roughly 3 weeks and 3 days 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, 729 surveys were distributed to principals and 422 were returned, resulting in a response rate of 57.89%. This response rate represents a 2.29% decrease from that of last year's NFYTS administration. For teachers, 731 surveys were distributed and 456 were returned, resulting in a response rate of 62.38%. The response rate represents a significant 11.98% decrease from that of last year's NFYTS administration. The breakdown of response rates of both principals and teachers for each institution are shown in Tables 1 and 2. Note that since the preparation institutions varied in sizes, the number of responses also vastly differed from one institution to the next.

Table 1. Responses for each preparation institution (Principals)

	Preparation Institution	Responses (n)	Sample	Response Rate (%)
1	Chadron State College	19	29	65.52%
2	College of Saint Mary	9	20	45.00%
3	Concordia University	17	24	70.83%
4	Creighton University	10	13	76.92%
5	Doane University	21	28	75.00%
6	Hastings College	15	18	83.33%
7	Midland University	14	28	50.00%
8	Nebraska Wesleyan University	6	9	66.67%
9	Peru State College	12	24	50.00%
10	Union College	1	1	100.00%
11	University of Nebraska at Kearney	65	130	50.00%
12	University of Nebraska at Lincoln	113	195	57.95%
13	University of Nebraska at Omaha	72	136	52.94%
14	Wayne State College	48	74	64.86%
	Total	422	729	57.89%

Table 2. Responses for each preparation institution (Teachers)

	Preparation Institution	Responses (n)	Sample	Response Rate (%)
1	Chadron State College	17	30	56.67%
2	College of Saint Mary	9	20	45.00%
3	Concordia University	11	24	45.83%
4	Creighton University	7	13	53.85%
5	Doane University	20	28	71.43%
6	Hastings College	14	18	77.78%
7	Midland University	17	28	60.71%
8	Nebraska Wesleyan University	6	9	66.67%
9	Peru State College	13	24	54.17%
10	Union College	1	1	100.00%
11	University of Nebraska at Kearney	75	130	57.69%
12	University of Nebraska at Lincoln	120	195	61.54%
13	University of Nebraska at Omaha	96	137	70.07%
14	Wayne State College	50	74	67.57%
	Total	456	731	62.38%

Results

Descriptive Statistics

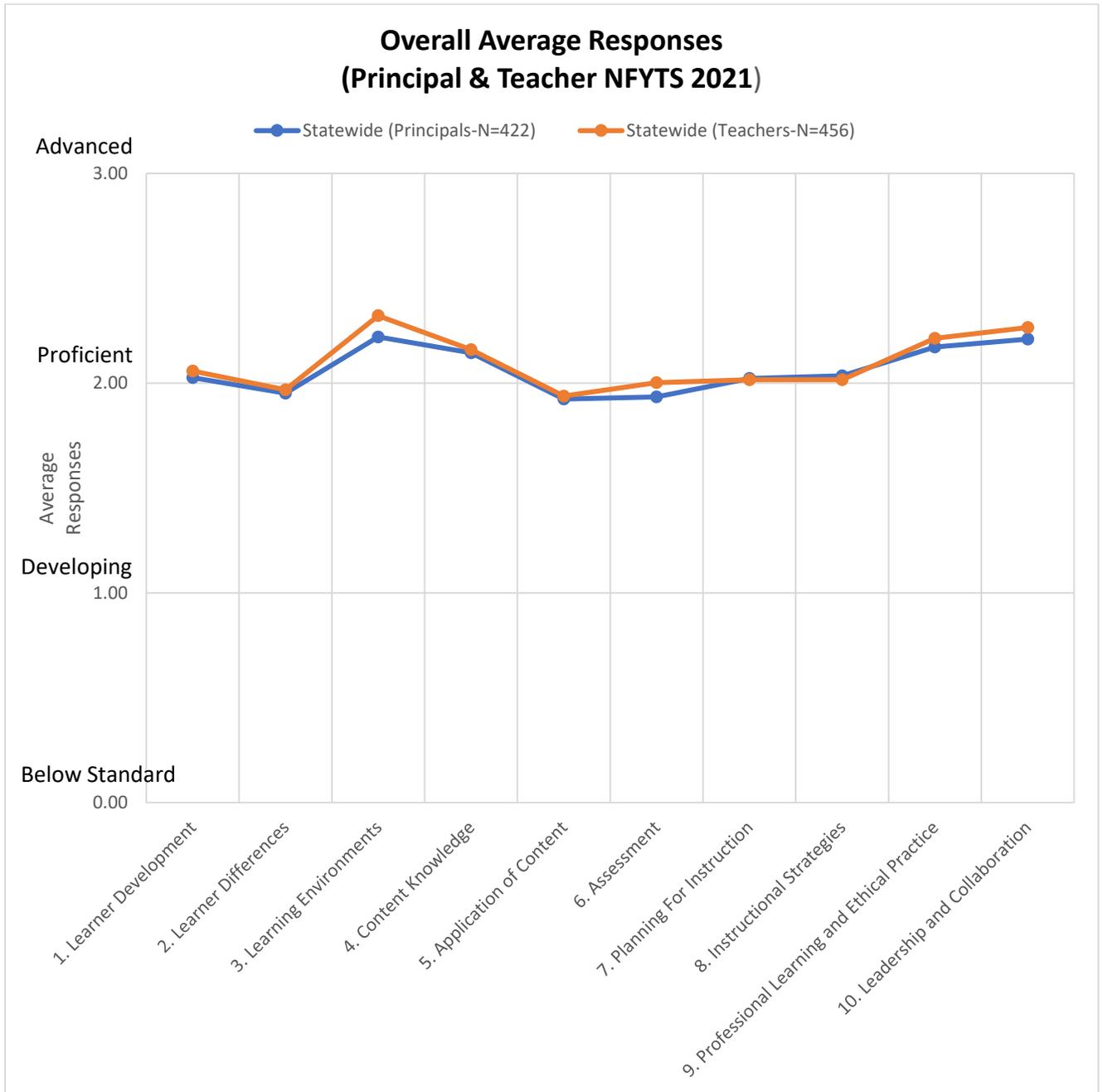
The survey results are displayed below in several figures. For the purpose of our analyses, the response options for both principals and teachers were given a numerical value (3=Advanced, 2=Proficient, 1=Developing, 0=Below Standard), summed by Standard Indicator category, and then averaged. Each preparation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

Figure 1. Survey Standard Indicators

<p>Standard 1: Learner Development</p> <p>Standard 1.1 - Uses knowledge of students and their development and adjusts teaching to facilitate student learning.</p> <p>Standard 1.2 - Builds on student strengths to facilitate learning.</p>
<p>Standard 2: Learning Differences</p> <p>Standard 2.1 - Can identify differentiation in student needs.</p> <p>Standard 2.2 - Responds to differentiation in student needs with individualized instruction and varied learning experiences.</p> <p>Standard 2.3 - Brings multiple perspectives and cultural resources to content and discussions.</p>
<p>Standard 3: Learning Environments</p> <p>Standard 3.1 - Promotes a positive classroom environment.</p> <p>Standard 3.2 - Uses and communicates clear task and behavioral expectations to support an environment of learning.</p>
<p>Standard 4: Content Knowledge</p> <p>Standard 4.1 - Uses and communicates content knowledge.</p> <p>Standard 4.2 - Uses academic vocabulary and grammar.</p> <p>Standard 4.3 - Provides opportunities for students to demonstrate their content knowledge.</p>
<p>Standard 5: Application of Content</p> <p>Standard 5.1 - Helps students link concepts and engage in critical thinking.</p> <p>Standard 5.2 - Engages students in the development of literacy and communication skills.</p>
<p>Standard 6: Assessment</p> <p>Standard 6.1 - Matches instructions and assessments to learning objectives</p> <p>Standard 6.2 - Uses formative and summative classroom assessments that facilitate learning</p> <p>Standard 6.3 - Amends instructional strategies and adapts interventions as needed</p> <p>Standard 6.4 - Provides differentiated instruction and assessments that positively impact learning</p>
<p>Standard 7: Planning for Instruction</p> <p>Standard 7.1 - Plans sequenced learning experiences and performance tasks linked to learning objectives</p> <p>Standard 7.2 - Plans and implement multiple ways for students to demonstrate their knowledge and skills.</p>
<p>Standard 8: Instructional Strategies</p> <p>Standard 8.1 - Incorporates digital tools and technologies into instruction</p> <p>Standard 8.2 - Uses evidence-based strategies to support critical thinking and content learning</p>

Standard 8.3 - Organizes 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 2 (“Proficient”) and 3 (“Advanced”). While the principal's overall mean responses are similar to teachers' overall mean responses. This result is also closely reflected in the following figures when responses are disaggregated by endorsement type and preparation institution. To view the average responses for each standard within an indicator, see Table 10 in the Appendix.

After conducting t-tests to examine the differences in the mean scores between principals and teachers, it is found that principals and teachers significantly differed ($p < .05$) in their mean responses on indicator 3 only. On average, the teachers rated themselves slightly higher than principals. The t-tests results of all 10 indicators are displayed in Table 11 in the Appendix.

Figure 3. Average Responses by Endorsement Type (Principals)

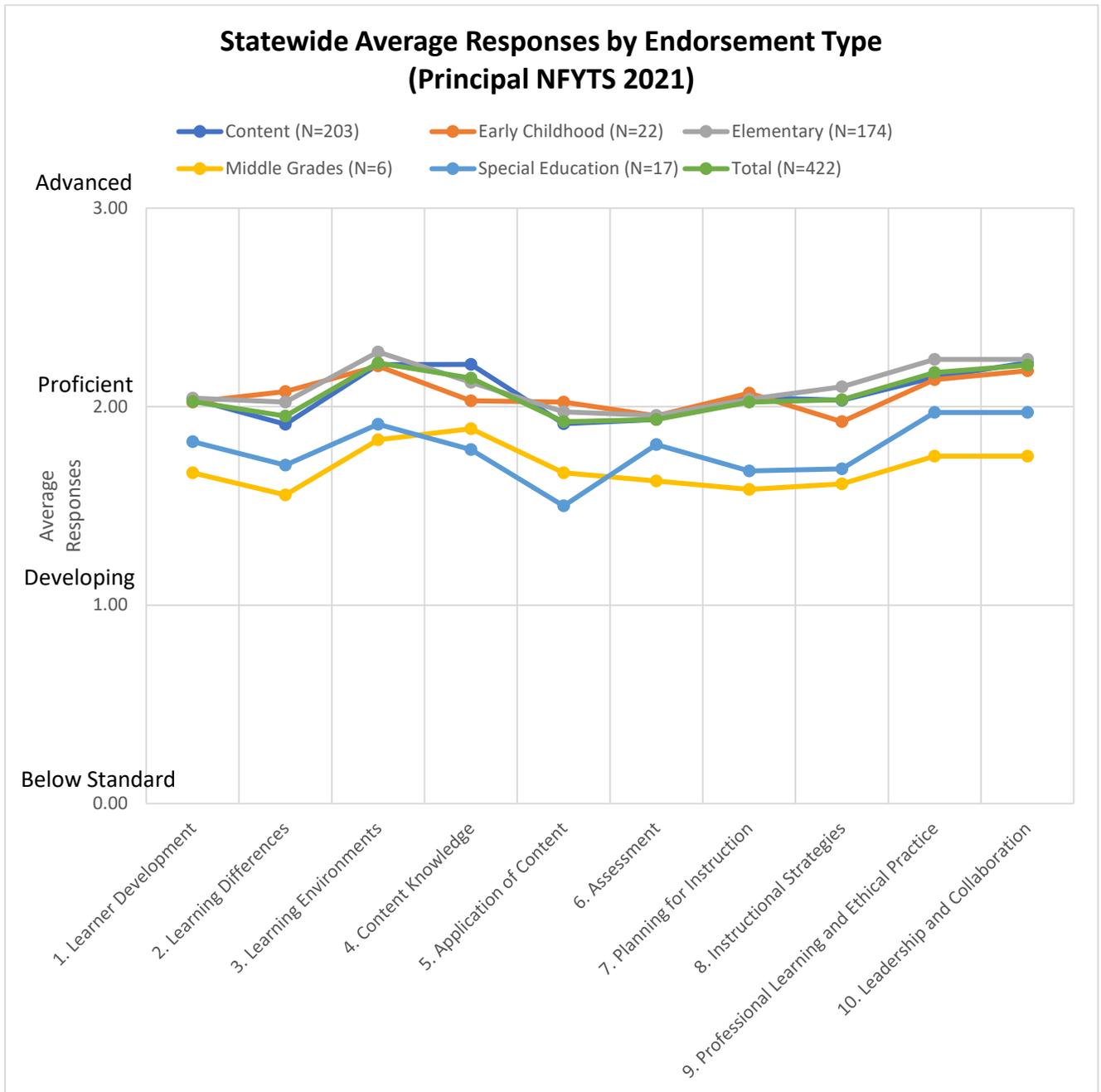


Figure 3 displays principals' mean responses categorized into 5 endorsement types that correspond to the majority of the first-year teachers' school assignments. First-year teachers endorsed in Elementary

obtained the highest ratings on 6 out of the 10 indicators. On the other hand, teachers with endorsements in Middle Grades received the lowest ratings on 8 out of the 10 indicators. Other than Middle Grades and Special Education, differences observed between each endorsement category were relatively minor, and all average ratings were a little above or slightly below 2 (“Proficient”).

Figure 4. Average Responses by Endorsement Type (Teachers)

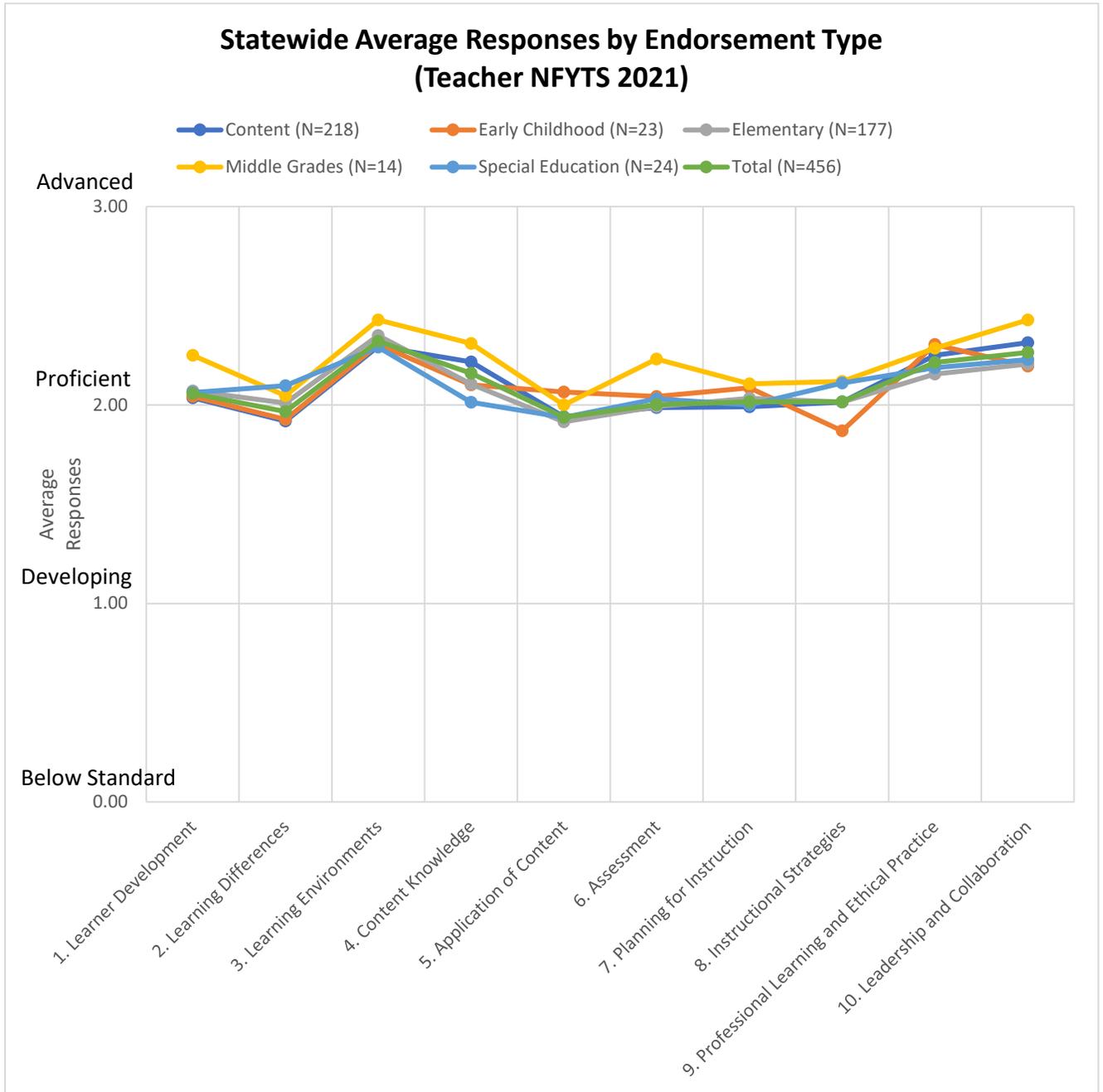


Figure 4 shows first-year teachers’ mean responses disaggregated by endorsement types that correspond to the majority of their school assignments. Unlike the results found for principals in



Figure 3, first-year teachers with endorsements for Middle Grades obtained the highest average ratings on 7 out of the 10 indicators. However, endorsement for Content received the lowest average ratings on 4 of the 10 indicators. Differences observed between each endorsement category were relatively minor, and the majority of average ratings were between 2 (“Proficient”) and 3 (“Advanced”).

Figure 5. Average Responses by Preparation Institution (Principal)

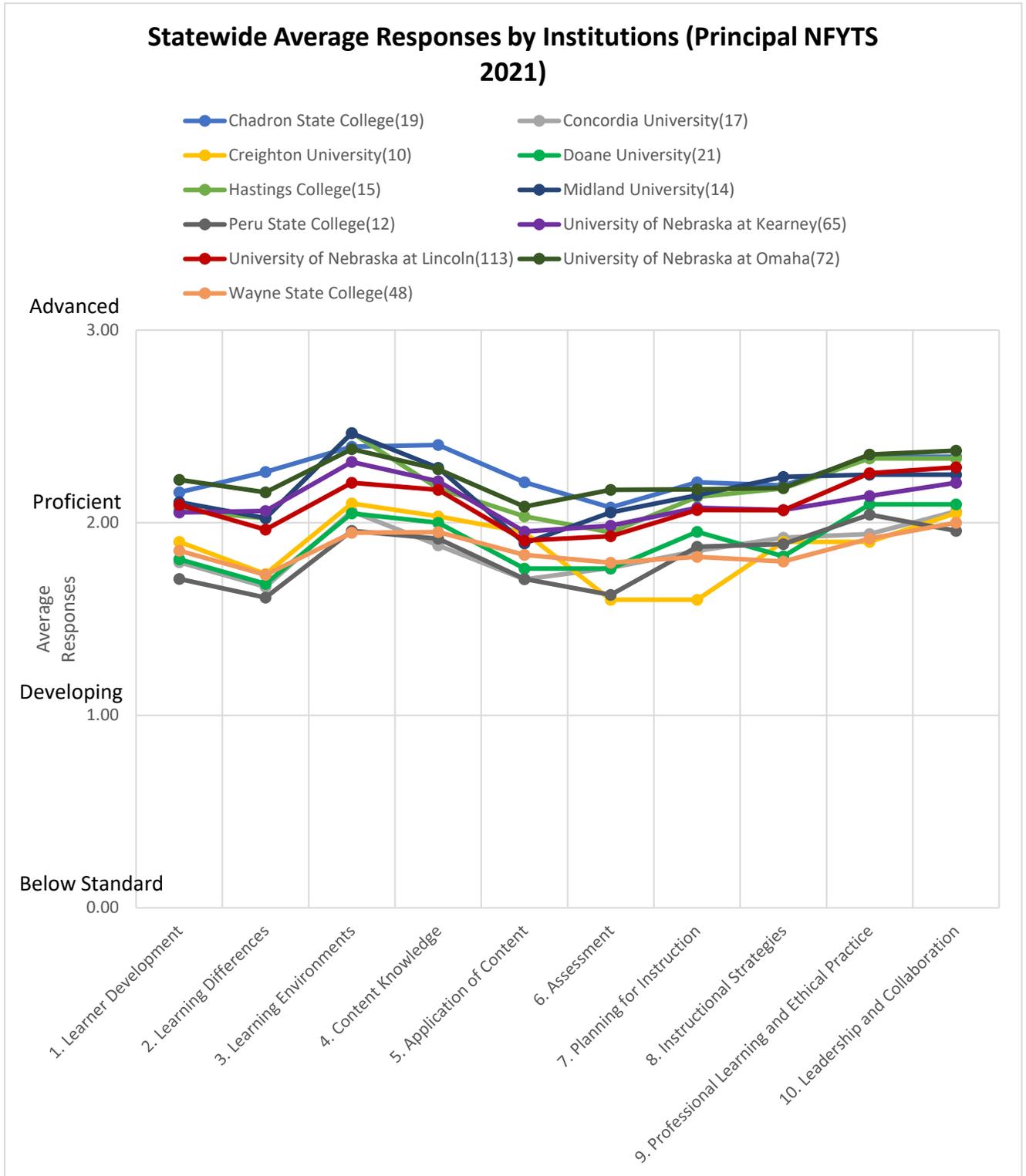


Figure 5 shows the average responses of principals categorized into their respective preparation institutions; most institutions showed a similar trend across all 10 indicators. Due to small sample

sizes, colleges such as College of Saint Mary (N = 9), Nebraska Wesleyan University (N=6), and Union College (N = 1) all were removed from the graph. Of the remaining 11 institutions (with at least 10 respondents), Chadron State College and University of Nebraska-Omaha had the highest average rating on 4 of the 10 indicators. While Creighton University and Peru State College had the lowest average ratings on 3 of the 10 indicators. When viewing the graph, the information generally supports the notion that preparation institutions performed relatively well in preparing first-year teachers (around “Proficient”), based on principals’ views.

Figure 6 displays the average responses of first-year teachers disaggregated by each preparation institution. Like the previous chart, colleges such as College of Saint Mary (N = 9), Creighton University (N = 7), Nebraska Wesleyan University (N=6), and Union College (N = 1) were removed due to their relatively small sample size. Of the remaining 10 institution (with at least 10 respondents), University of Nebraska-Omaha had the highest average ratings on 5 of the 10 indicators. While Concordia University and Peru State College had the lowest average ratings on 4 of the 10 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. Furthermore, just looking at Figure 5 (Principal Responses) and Figure 6 (Teacher responses), teachers on average tend to respond more liberally than the average responses from principals.

Figure 6. Average Responses by Preparation Institution (Teachers)

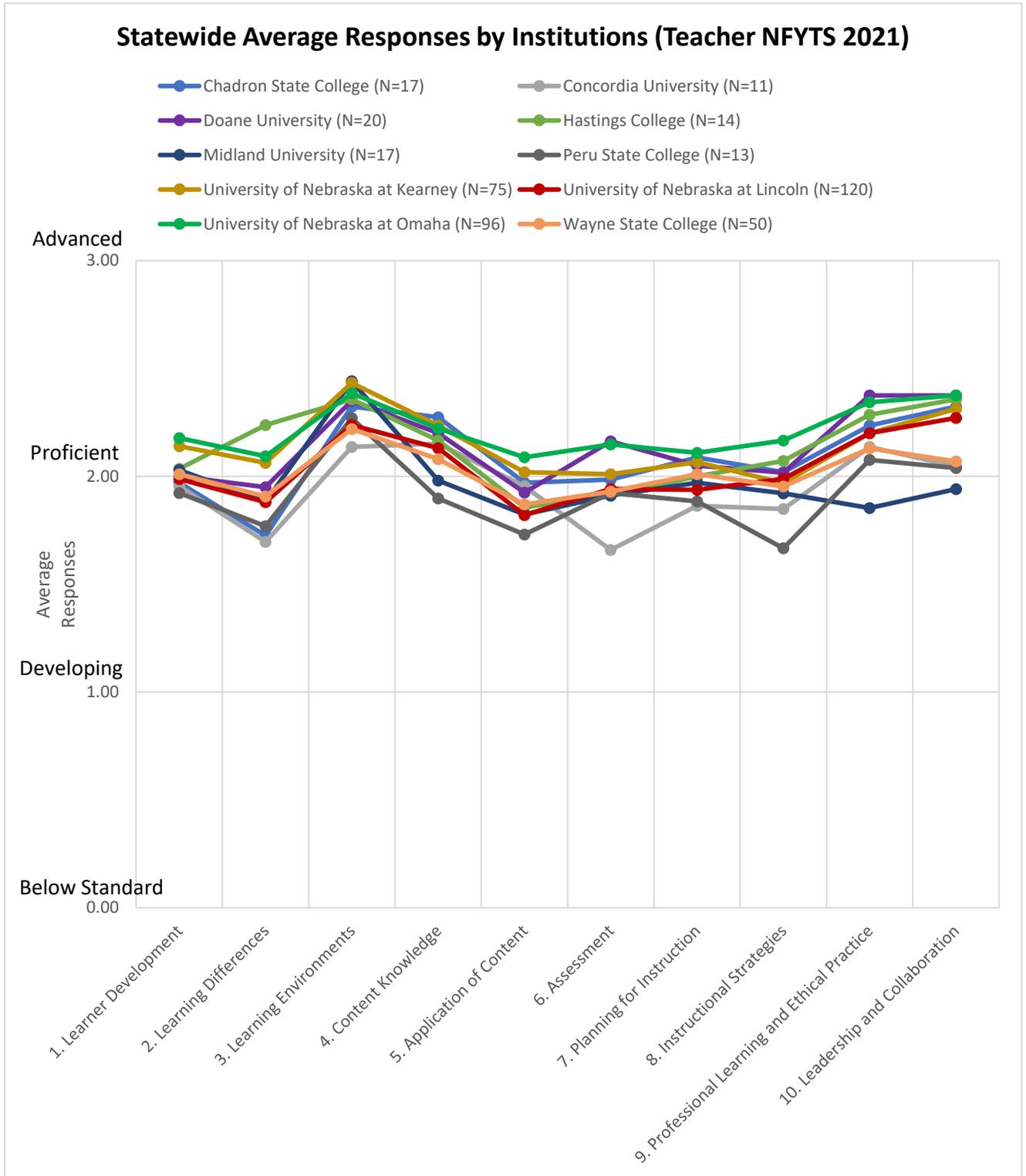


Figure 7. Responses to Question 11 (Principals)

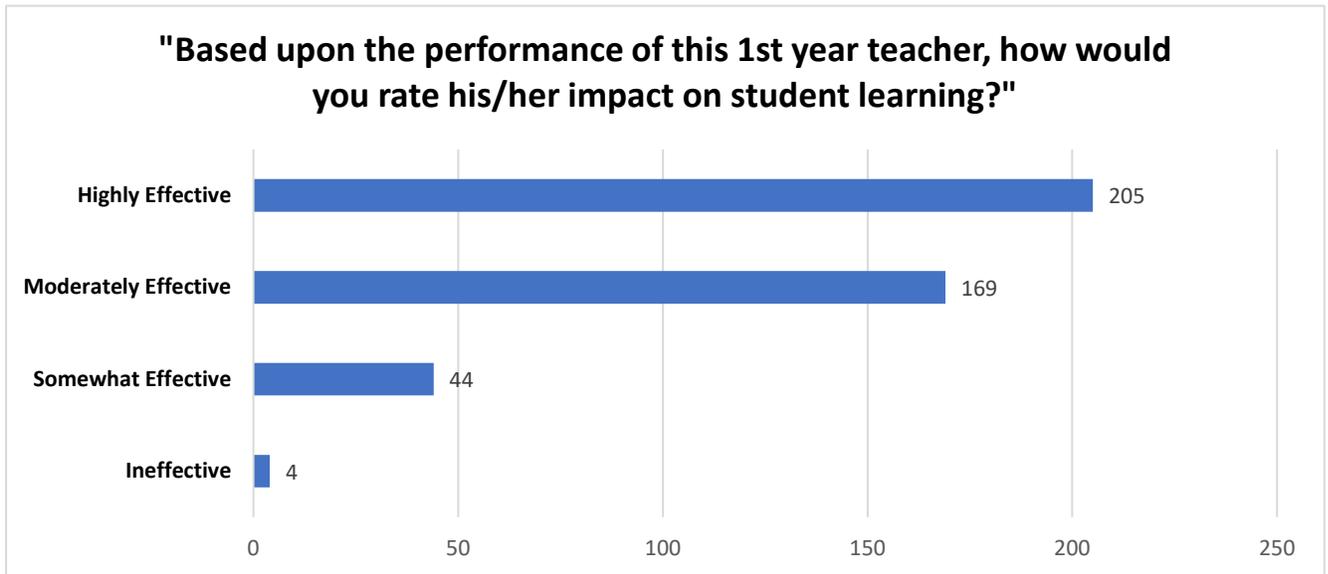
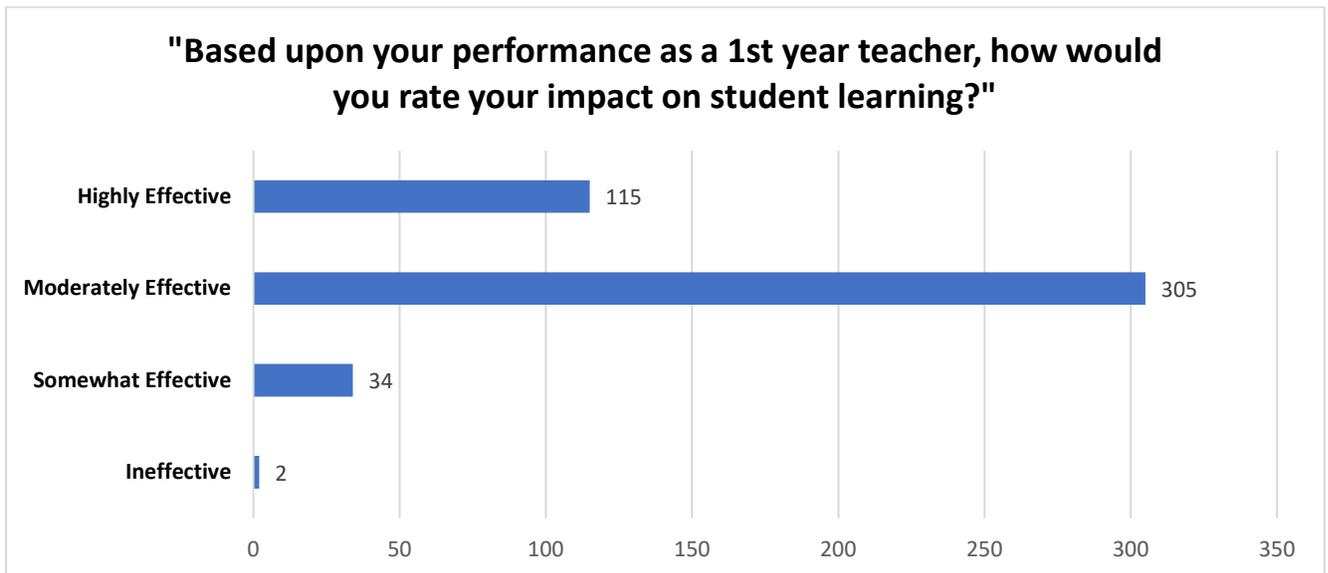


Figure 8. Responses to Question 11 (Teachers)



In Figure 7, principals were asked to evaluate first-year teachers' impact on student learning. 49% of all principals thought the teachers were highly effective, and 40% of them rated them as moderately effective. In Figure 8, first-year teachers were asked to give a self-evaluation on student learning. Comparatively, 67% of all first-year teachers considered their impact as moderately effective, and 25% of them rated themselves as highly effective teachers.

Figure 9. Responses to Question 12 (Principals)

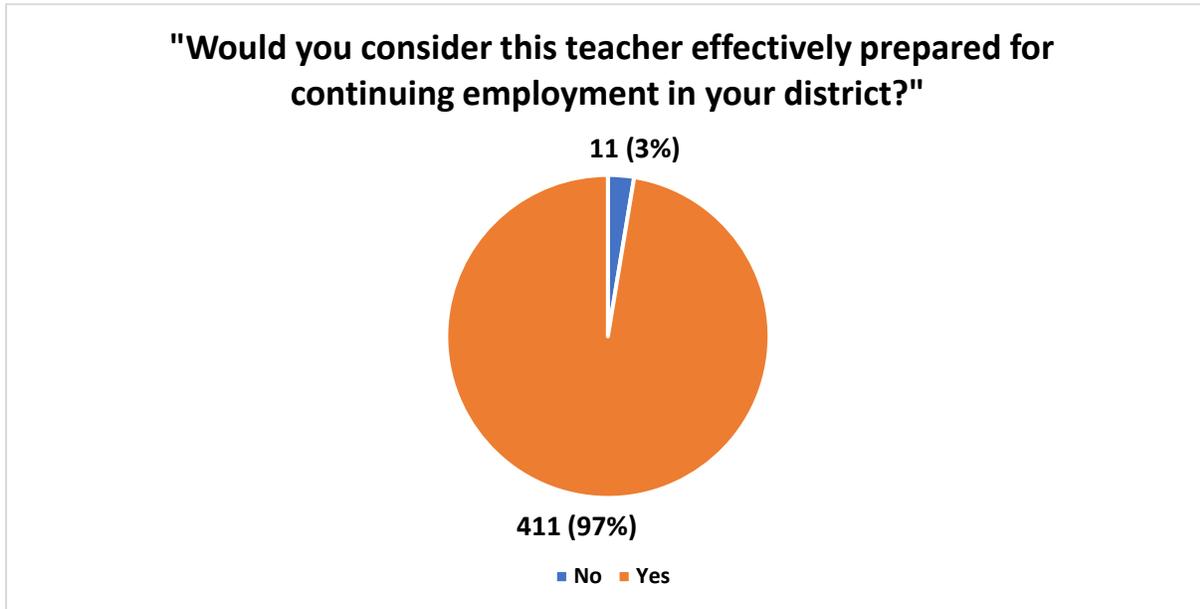


Figure 10. Responses to Question 12 (Teachers)

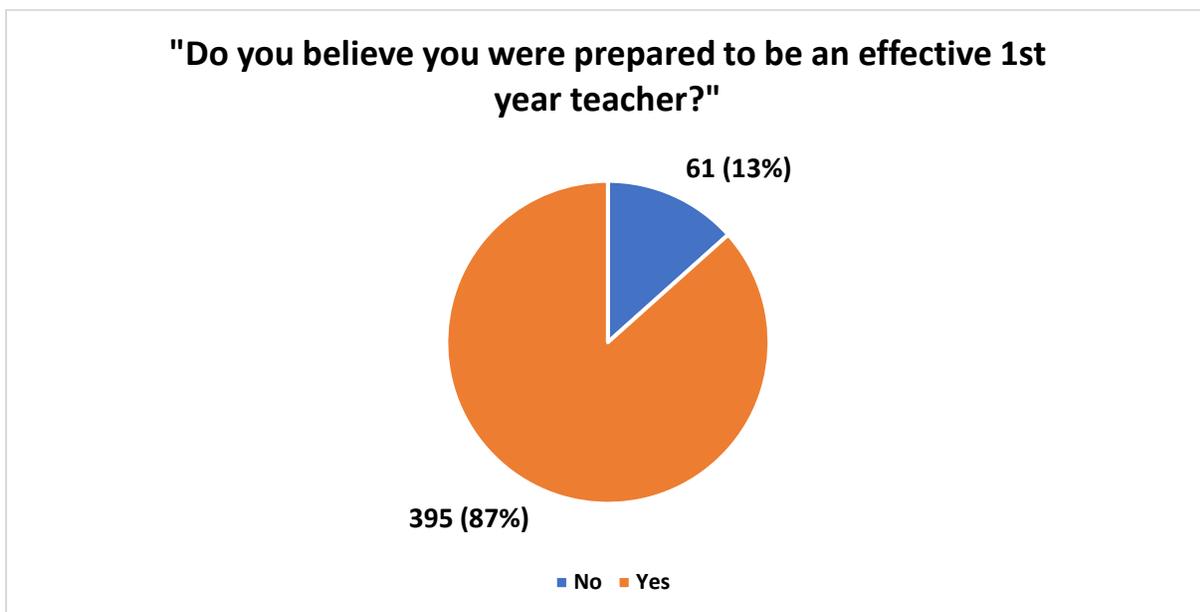


Figure 9 indicates principals' responses to the question "Would you consider this teacher effectively prepared for continuing employment in your district?", 97% of all principals responded "Yes". The results of first-year teachers rating themselves as effectively prepared teachers are shown in Figure 10, and 87% of them were confident that they were well prepared to be an effective first-year teacher. Overall, responses to Question 12 reflect highly positive information for both principals and teachers, indicating the majority of the teachers are prepared.

Correlation Analysis

A correlation is a single number that describes the degree of relationship between two variables; and the range varies between -1 to +1. +1 indicates a perfect and positive relationship, 0 represents no relationship, and -1 shows the strongest negative relationship. Thus, a correlation analysis is run to measure the relationship between each pair of indicators in the survey. The following correlation analyses were done using the R statistical program.

Table 3. Correlation Coefficients between Indicators (Principals)

Indicator	1	2	3	4	5	6	7	8	9	10
1	1.00									
2	0.82	1.00								
3	0.73	0.71	1.00							
4	0.75	0.75	0.67	1.00						
5	0.76	0.78	0.64	0.79	1.00					
6	0.81	0.83	0.71	0.76	0.77	1.00				
7	0.76	0.74	0.67	0.77	0.74	0.81	1.00			
8	0.78	0.77	0.72	0.76	0.79	0.80	0.78	1.00		
9	0.68	0.63	0.66	0.71	0.63	0.66	0.71	0.67	1.00	
10	0.68	0.63	0.71	0.72	<u>0.60</u>	0.64	0.64	0.67	0.73	1.00

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

For correlational relationships between the 10 indicators for principals, the majority of the values are relatively high and above 0.60. All correlation coefficients are positive, indicating that as the average response to one indicator increases, so does the average response to another indicator. There is one highest positive linear relationship within the indicators, with a correlation coefficient of 0.83 (bolded in Table 3): Indicator 6 (Assessment) and Indicator 3 (Learning Environments). The lowest correlation coefficient (underlined in Table 3) was between Indicator 10 (Leadership and Collaboration) and Indicator 5 (Application of Content).

Table 4. Correlation Coefficients between Indicators (Teachers)

Indicator	1	2	3	4	5	6	7	8	9	10
1	1.00									
2	0.63	1.00								
3	0.60	0.56	1.00							
4	0.66	0.56	0.56	1.00						
5	0.64	0.61	0.53	0.67	1.00					
6	0.69	0.70	0.58	0.65	0.69	1.00				
7	0.64	0.62	0.58	0.61	0.64	0.73	1.00			
8	0.64	0.64	0.58	0.62	0.62	0.69	0.67	1.00		
9	0.54	0.52	0.56	0.57	0.52	0.59	0.55	0.59	1.00	
10	0.56	<u>0.50</u>	0.60	0.60	0.51	0.60	0.54	0.60	0.72	1.00

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

In comparison, for the correlation coefficients between 10 indicators for teachers, all numbers are slightly lower; values are between 0.50 and 0.75. The highest positive linear relationships within the indicators, with correlation coefficients of 0.73 (bolded in Table 4) are Indicator 7 (Planning for Instruction) and Indicator 6 (Assessment). The lowest correlation coefficient (underlined in Table 4) was between Indicator 10 (Leadership and Collaboration) and Indicator 2 (Learner Differences).

Conclusions

The 2021 Nebraska First Year Teacher Survey is the fifth 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 57.89%. The response rate of first-year teachers is 62.38%, which is 11.98% lower than the response rate from the 2020 previous year.

All 10 indicators were found to be highly correlated with each other for principals, and the standards within each indicator were also highly correlated with each other. For first-year teachers, all indicators had a relatively high correlation with each other, and the standards within each indicator also had a relatively high correlation with each other. This indicates that only little unique pieces of information were being generated from each indicator, or from each standard within an indicator. The charts showing the average responses of principals and teachers indicate that there is little discrepancy across preparation institutions and endorsement types. However, teachers tend to respond more generously than principals.



The results obtained from the Nebraska First Year Teacher Survey is highly valuable for the continuous improvement of teacher preparation programs among Nebraska's higher educational institutions. The survey is a vital element that helps the Nebraska Department of Education measure how first-year teachers are performing, understand what can be done to improve their effectiveness, and support preparation programs to better equip and produce high-quality first-year teachers.

Appendix

Table 9. Survey Timeline

1 st Year		
DATE	ACTIVITY	COMMENTS
Feb 24, 2021	Initial Email List	David Hefley to send EPPA (Educator Perparation Program Approval) and DRE (Data, Research and Evaluation) email list
March 1, 2021	Final Email List	EPPA and DRE to prepare final email list
March 3, 2021	Pre-notice emailed - Institutions	Kelly Heineke to send pre-notice to HR/Institutional Research staff
March 3, 2021	Pre-notice emailed - Respondents	DRE to send pre-notice to principals and teachers
March 16, 2021	Email Invitation	DRE to send invitation to principals and teachers
March 16, 2021	Notice to Institutions	Kelly Heineke to enlist help from institutions for upcoming final reminder
Every Thurs, March 18 – April 8, 2021	Bulletin Announcement	NDE Helpdesk to include NFYTS announcement on weekly bulletin
March 25, 2021	Non-respondent List to PM	DRE to send non-respondent lists to Kelly Heineke
March 25, 2021	Information for Preparation Institutions	Kelly Heineke to send non-respondent lists to institutions and provide template of text for IHEs to use
March 25, 2021	Email Reminder	DRE to send reminder to non-respondents
April 1, 2021	Final Email Reminder	Institutions to send final reminder to non-respondents
April 5, 2021	Final Email Reminder	DRE to send final reminder to non-respondents
April 9, 2021	Closure	DRE to close the NFYTS



Pre-notice to HR/Institutional Research Staff

Date: March 3, 2021

To: [Human Resource and Institutional Research Contacts]

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

Attachment: 2021 Nebraska 1st Year Teacher Survey.pdf

Good morning,

We are once again scheduled to distribute the 2021 Nebraska 1st Year Teacher Survey, now in its fifth year of statewide distribution. We were extremely pleased with the approximately 60% response rate for principals and 74% 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 16, 2021 to principals and 1st year teachers. **Also, please note that we have modified the survey this year to reflect the language used in the Nebraska Clinical Practice Assessment.**

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

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

Sincerely,

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

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



Pre-notice to Principals

Date: March 3, 2021

To: [Principal_Email]

Subject: Announcement of the 2021 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 2021 Nebraska 1st Year Teacher Survey which will be sent via email to you on March 16, 2021. This survey will be sent to principals who have new-to-the-profession teachers who are completing their 1st full year of teaching in 2020-2021. These teachers will have obtained a regular initial teaching certificate during the 2019-2020 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. **One change of importance to note is that we have modified the survey this year to reflect the language used in the Nebraska Clinical Practice Assessment.**

According to our records, \${e://Field/TeacherFirstName} \${e://Field/TeacherLastName} is a 1st year teacher at \${e://Field/SchoolName}. If you believe you have received this email in error, please notify us by **March 12, 2021** at nde.research@nebraska.gov. This will allow us to direct the actual survey, which will be sent on **March 16, 2021** 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 2021 Nebraska 1st Year Teacher Survey. That version of the survey is intended to gather 1st year teacher perceptions regarding the extent to which they believe they were effectively prepared for teaching in the school system.

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

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

Sincerely,

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

Kelly Heineke
Director Educator Preparation Program Approval



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



Pre-notice to Teachers

Date: March 4, 2021

To: [Teacher_Email]

Subject: Announcement of the 2021 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 2021 Nebraska 1st Year Teacher Survey which will be sent via email to you on March 16, 2021. Our records indicate that you completed a teacher preparation program at a Nebraska institution and are completing your 1st full year of teaching in 2020-2021. This survey will specifically be directed to 1st year teachers who obtained a regular initial teaching certificate during the 2019-2020 school year. The purpose of this survey is to gather your perceptions regarding the extent to which you believe you were effectively prepared for teaching in the school system. **One change of importance to note is that we have modified the survey this year to reflect the language used in the Nebraska Clinical Practice Assessment.**

If you believe you have received this email in error, please notify us by **March 12, 2021** at nde.research@nebraska.gov. This will allow us to direct the actual survey, which will be sent on **March 16, 2021** 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 2021 Nebraska 1st Year Teacher Survey. That version of the survey is intended to obtain administrator perceptions regarding the effectiveness of the teacher preparation institution in preparing 1st year teachers to be classroom-ready.

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

Sincerely,

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

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



Email Invitation to Principals

Date: March 16, 2021

To: [Principal_Email]

Subject: 2021 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 2021 Nebraska 1st Year Teacher survey, for which you should have received an advance notice email on **March 3, 2021**. You will receive a separate survey invitation via email for each teacher in your building that will complete their 1st full year of teaching in 2020-2021 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. **One change of importance to note is that we have modified the survey this year to reflect the language used in the Nebraska Clinical Practice Assessment.**

Please complete the survey, which we anticipate will take approximately 10 minutes, for the following 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 2021 Nebraska 1st Year Teacher Survey. The survey will close on **April 9, 2021, so please respond at your earliest convenience**. We hope you see this as a partnership opportunity to inform the institutions and NDE regarding the quality of preparation programs and candidates produced—all toward the objective of improved outcomes for Nebraska students.

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

Sincerely,



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

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



Email Invitation to Teachers

Date: March 16, 2021

To: [Teacher_Email]

Subject: 2021 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 2020-2021 on a regular initial teaching certificate, NDE is requesting your participation in the 2021 Nebraska 1st Year Teacher survey, for which you should have received an advance notice email on March 3, 2021. The survey is designed to gather your input regarding **the extent to which you believe you were effectively prepared for teaching in the school system**. Note that public reports will only use aggregated data and will not identify individual teachers. Information gained from the survey will provide invaluable help to NDE and the respective teacher preparation institutions for their continuous improvement efforts related to preparing effective educators for Nebraska schools. **One change of importance to note is that we have modified the survey this year to reflect the language used in the Nebraska Clinical Practice Assessment.**

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

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

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

Thank you for your time and assistance in completing the 2021 Nebraska 1st Year Teacher Survey. The survey will close on **April 9, 2021, so please respond at your earliest convenience**. We hope you see this as a partnership opportunity to inform the institutions and NDE regarding the quality of preparation programs and candidates produced—all toward the objective of improved outcomes for Nebraska students.

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

Sincerely,

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

Kelly Heineke
Director Educator Preparation Program Approval
Office of Accountability, Accreditation, & Program Approval



kelly.heineke@nebraska.gov



Pre-notice to Institutions

Date: March 16, 2021

To: [Institution Contacts]

Subject: 2021 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. **One change of importance to note is that we have modified the survey this year to reflect the language used in the Nebraska Clinical Practice Assessment.**

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 1, 2021. 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 25, 2021.

As always, THANK YOU for your continued support.

Sincerely,

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

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



Bulletin Announcement

Date: Every Thursday, March 18 – April 8, 2021

To: [NDE Bulletin Recipients]

Subject: 2021 Nebraska 1st Year Teacher Survey

Contact: nde.research@nebraska.gov

Nebraska 1st year teachers who completed their teacher preparation program at a Nebraska institution, and school principals of these 1st year teachers, were sent an email invitation on March 16, 2021 to complete the 2021 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 9, 2021**.



Email Reminder to Principals

Date: March 25, 2021

To: [Principal_Email]

Subject: Reminder: 2021 Nebraska 1st Year Teacher Survey

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

On March 16, we sent you an email invitation to participate in the 2021 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 9, 2021.**

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

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

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

Sincerely,

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

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



Email Reminder to Teachers

Date: March 25, 2021

To: [Teacher_Email]

Subject: Reminder: 2021 Nebraska 1st Year Teacher Survey

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

On March 16, we sent you an email invitation to participate in the 2021 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 9, 2021.**

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

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

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

Sincerely,

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

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



Help Request: Final Email Reminder

Date: April 5, 2021

To: [Institution Contacts]

Subject: Reminder Help: 2021 Nebraska 1st Year Teacher Survey

Attachment: List.xls

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

On March 16, we sent you an email invitation to participate in the 2021 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 9, 2021.**

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

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

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

Sincerely,

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

Kelly Heineke

Director Educator Preparation Program Approval

Office of Accountability, Accreditation, & Program Approval

kelly.heineke@nebraska.gov

Table 10. Average Responses for Each Standard within an Indicator

	Principals	Teachers
Standard 1.1	2.0308	2.0439
Standard 1.2	2.0213	2.0724
Standard 2.1	1.9929	2.0197
Standard 2.2	1.9147	1.8947
Standard 2.3	1.9502	1.989
Standard 3.1	2.3318	2.4518
Standard 3.2	2.109	2.1908
Standard 4.1	2.1327	2.1316
Standard 4.2	2.1825	2.1732
Standard 4.3	2.1185	2.1754
Standard 5.1	1.8649	1.9013
Standard 5.2	1.9834	1.9759
Standard 6.1	2.0237	2.0592
Standard 6.2	1.9763	2.0724
Standard 6.3	1.8839	1.9539
Standard 6.4	1.8555	1.9232
Standard 7.1	2.0664	2.0175
Standard 7.2	1.9787	2.0154
Standard 8.1	2.154	2.0592
Standard 8.2	1.9242	1.9715
Standard 8.3	2.0261	2.0175
Standard 9.1	2.2488	2.2697
Standard 9.2	2.0948	2.1579
Standard 10.1	2.2583	2.3355
Standard 10.2	2.1611	2.1952

Table 11. T-test Results of Indicators

Indicator	t-value (p-value)
1. Learner Development	0.7938 (0.4275)
2. Learning Differences	0.3598 (0.7191)
3. Learning Environments	2.3359 (0.0197)
4. Content Knowledge	0.4056 (0.6851)
5. Application of Content	0.3337 (0.7387)

6. Assessment	1.7010 (0.0893)
7. Planning for Instruction	-0.1418 (0.8873)
8. Instructional Strategies	-0.4724 (0.6368)
9. Professional Learning and Ethical Practice	0.9923 (0.3213)
10. Leadership and Collaboration	1.3438 (0.1794)

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

Indicator 1. Learner Development (Principals)

Correlation Coefficient	Standard 1.1	Standard 1.2
Standard 1.1	1.00	
Standard 1.2	0.82	1.00

Indicator 2. Learner Differences (Principals)

Correlation Coefficient	Standard 2.1	Standard 2.2	Standard 2.3
Standard 2.1	1.00		
Standard 2.2	0.83	1.00	
Standard 2.3	0.67	0.66	1.00

Indicator 3. Learning Environments (Principals)

Correlation Coefficient	Standard 3.1	Standard 3.2
Standard 3.1	1.00	
Standard 3.2	0.72	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	0.84	1.00	
Standard 4.3	0.75	0.77	1.00

Indicator 5. Application of Content (Principals)

Correlation Coefficient	Standard 5.1	Standard 5.2
Standard 5.1	1.00	
Standard 5.2	0.81	1.00

Indicator 6. Assessment (Principals)

Correlation Coefficient	Standard 6.1	Standard 6.2	Standard 6.3	Standard 6.4
Standard 6.1	1.00			
Standard 6.2	0.76	1.00		
Standard 6.3	0.74	0.74	1.00	
Standard 6.4	0.71	0.72	0.82	1.00

Indicator 7. Planning for Instruction (Principals)

Correlation Coefficient	Standard 7.1	Standard 7.1
Standard 7.1	1.00	
Standard 7.2	0.82	1.00

Indicator 8. Instructional Strategies (Principals)

Correlation Coefficient	Standard 8.1	Standard 8.2	Standard 8.3
Standard 8.1	1.00		
Standard 8.2	0.58	1.00	
Standard 8.3	0.55	0.68	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	0.76	1.00

Indicator 10. Leadership and Collaboration (Principals)

Correlation Coefficient	Standard 10.1	Standard 10.2
Standard 10.1	1.00	
Standard 10.2	0.79	1.00

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

Indicator 1. Learner Development (Teachers)

Correlation Coefficient	Standard 1.1	Standard 1.1
Standard 1.1	1.00	
Standard 1.2	0.68	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	0.73	1.00	
Standard 2.3	0.47	0.50	1.00

Indicator 3. Learning Environments (Teachers)

Correlation Coefficient	Standard 3.1	Standard 3.2
Standard 3.1	1.00	
Standard 3.2	0.66	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	0.75	1.00	
Standard 4.3	0.61	0.66	1.00

Indicator 5. Application of Content (Teachers)

Correlation Coefficient	Standard 5.1	Standard 5.2
Standard 5.1	1.00	
Standard 5.2	0.75	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	0.72	1.00		
Standard 6.3	0.56	0.59	1.00	
Standard 6.4	0.57	0.58	0.74	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	0.51	1.00	
Standard 8.3	0.44	0.63	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	0.73	1.00

Indicator 10. Leadership and Collaboration (Teachers)

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

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

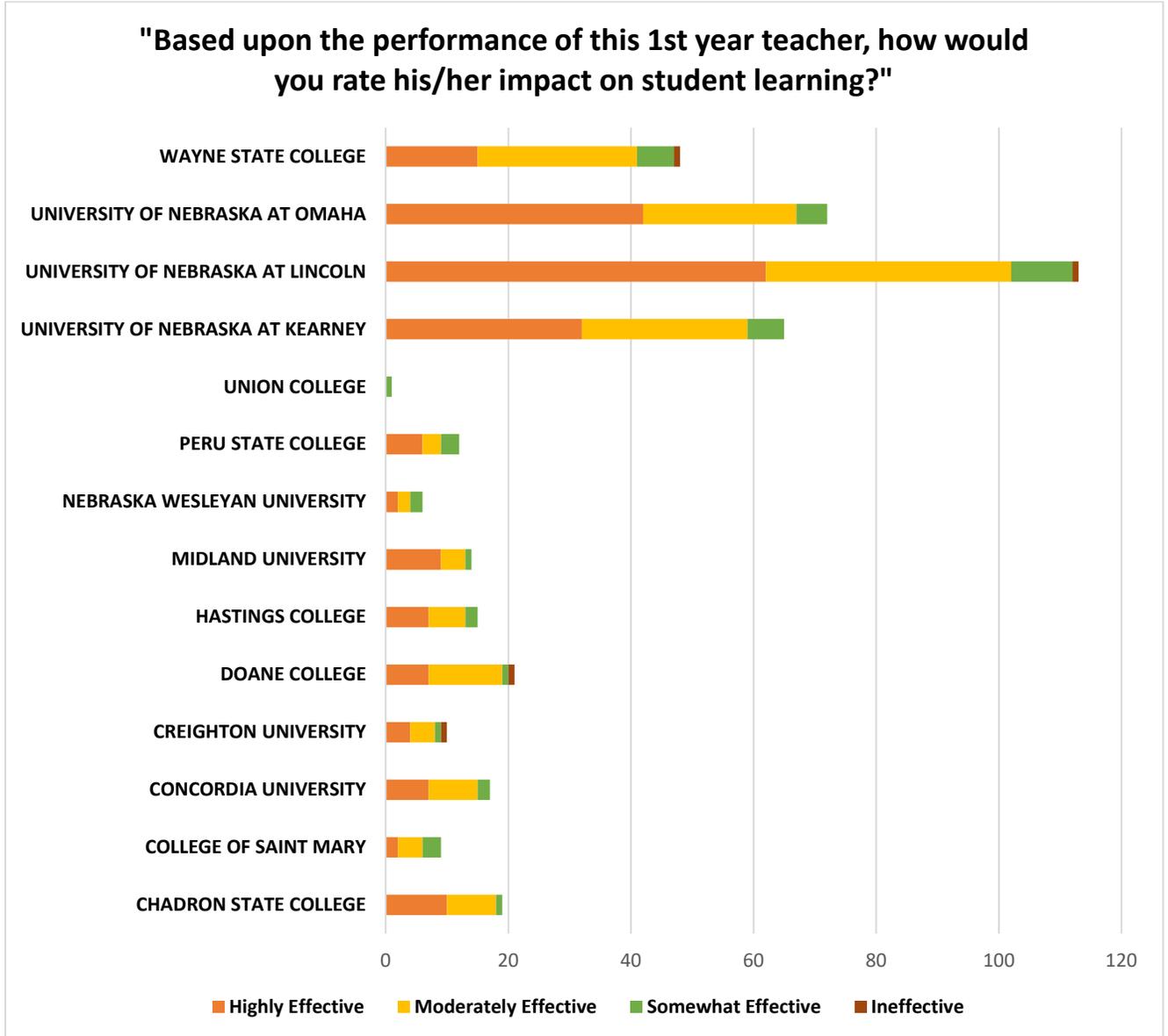


Figure 12. Responses to Question 12 by Preparation Institution (Principals)

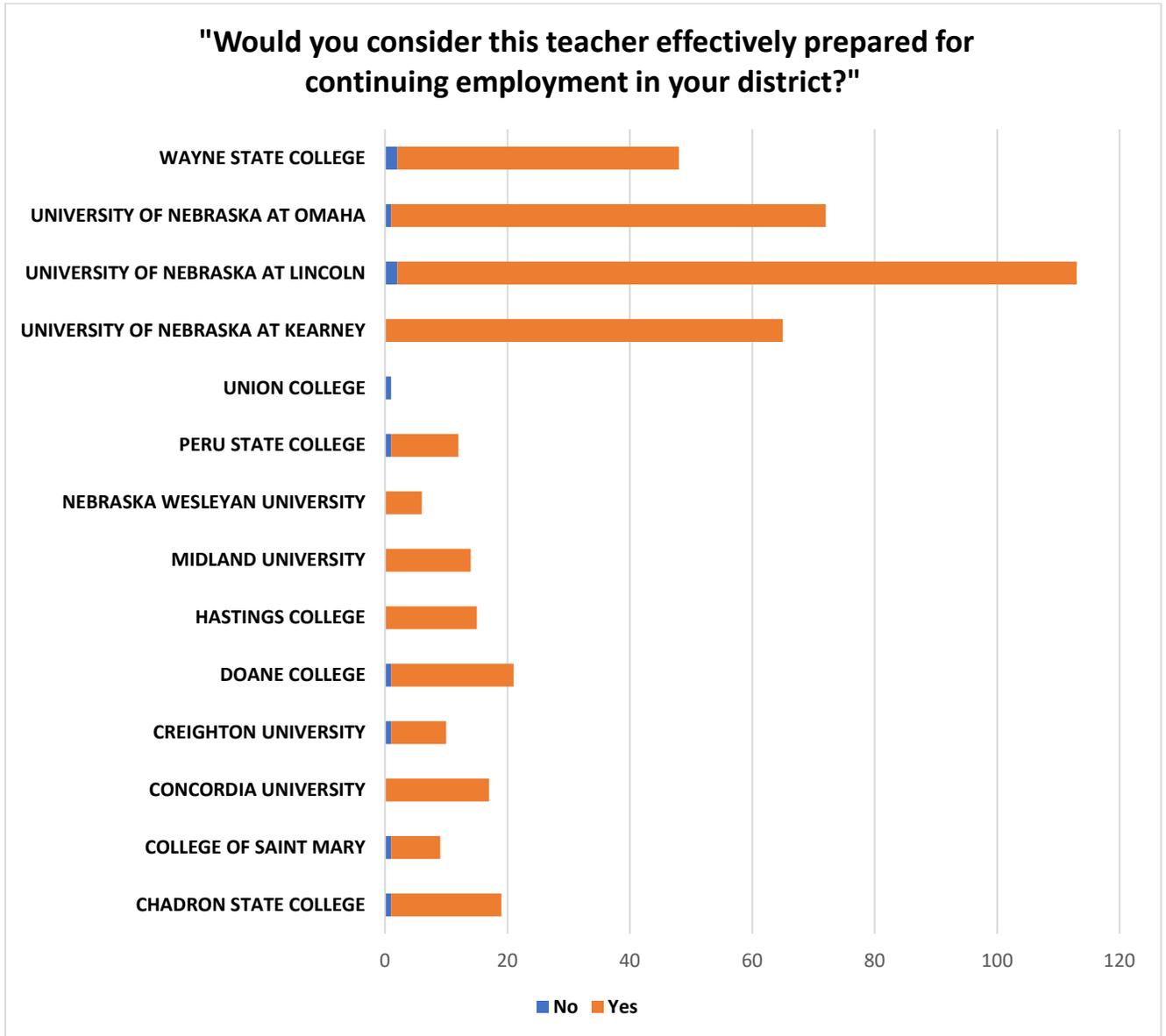


Figure 13. Responses to Question 12 by Preparation Institution (Teachers)

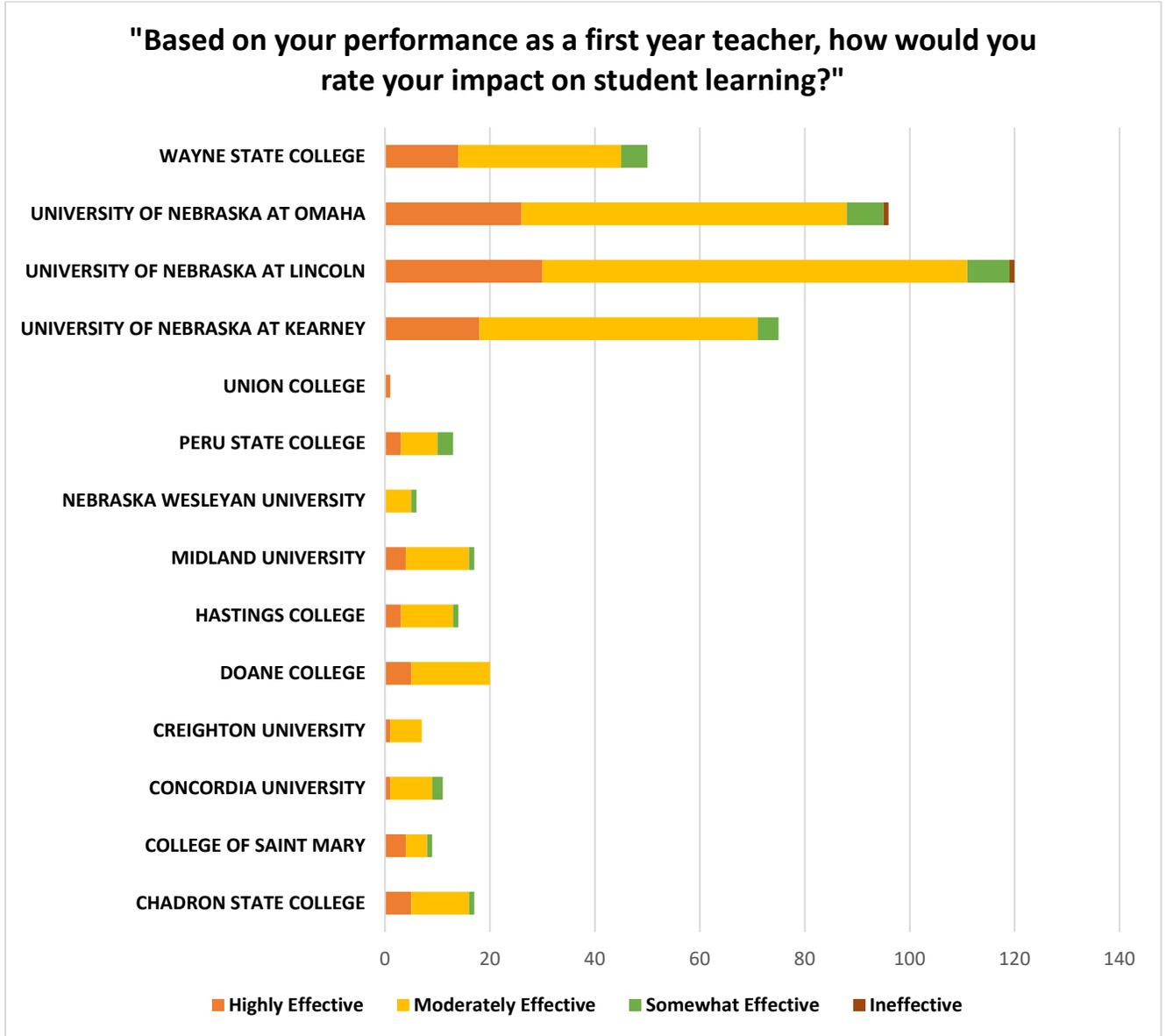


Figure 14. Responses to Question 12 by Preparation Institution (Teachers)

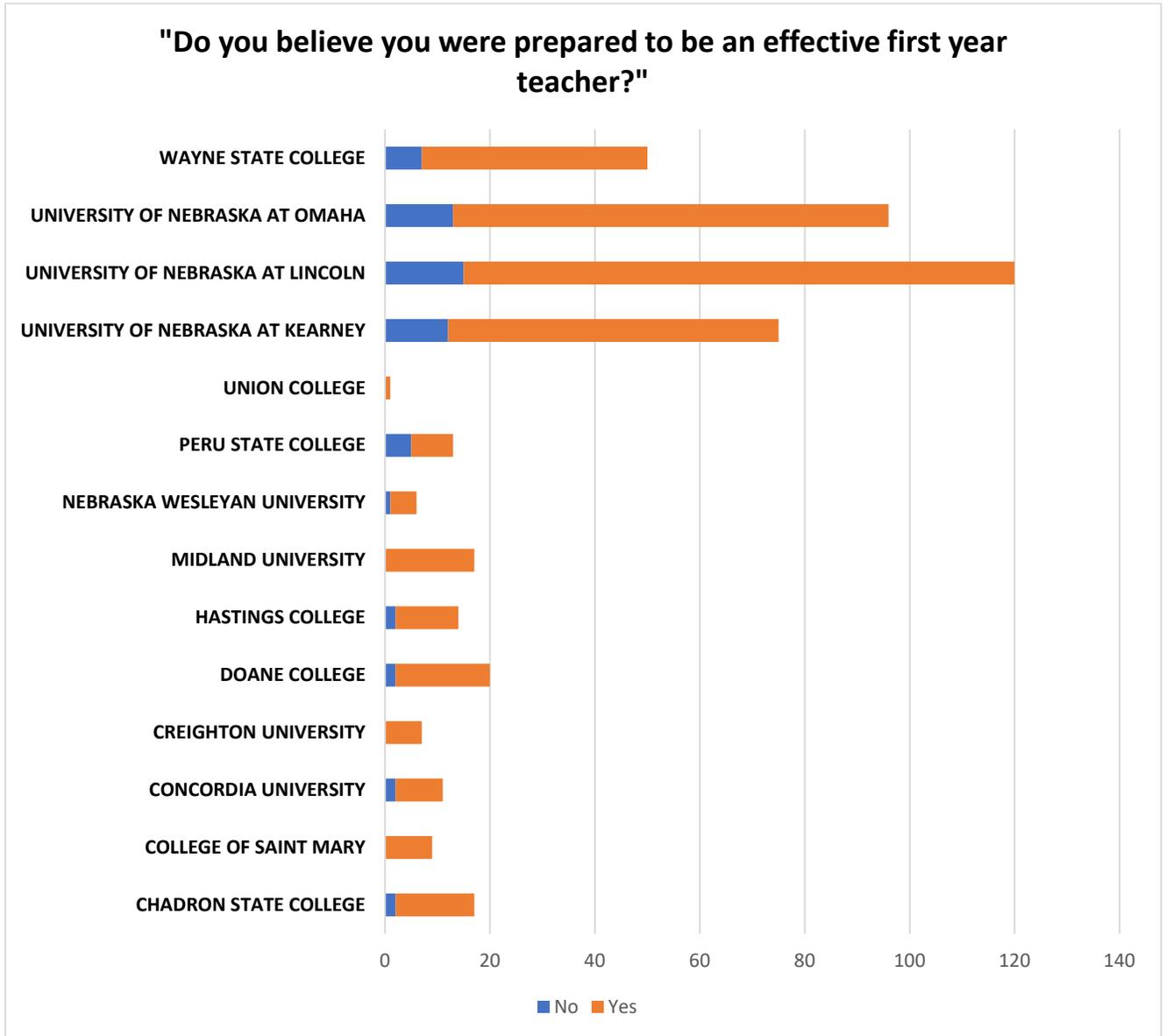


Figure 15. Survey Responses by Endorsement Type (Principals)

STATEWIDE (PRINCIPALS NFYTS 2021)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
Standard 1.1	Content Endorsements	43	21.18%	123	60.59%	37	18.23%	0	0.00%	203
	Early Childhood	7	31.82%	10	45.45%	5	22.73%	0	0.00%	22
	Elementary	42	24.14%	102	58.62%	27	15.52%	3	1.72%	174
	Middle Grades	1	16.67%	2	33.33%	3	50.00%	0	0.00%	6
	Special Education	2	11.76%	11	64.71%	4	23.53%	0	0.00%	17
	Total	95	22.51%	248	58.77%	76	18.01%	3	0.71%	422
Standard 1.2	Content Endorsements	48	23.65%	119	58.62%	34	16.75%	2	0.99%	203
	Early Childhood	6	27.27%	9	40.91%	7	31.82%	0	0.00%	22
	Elementary	44	25.29%	93	53.45%	36	20.69%	1	0.57%	174
	Middle Grades	1	16.67%	2	33.33%	3	50.00%	0	0.00%	6
	Special Education	1	5.88%	12	70.59%	3	17.65%	1	5.88%	17
	Total	100	23.70%	235	55.69%	83	19.67%	4	0.95%	422
Standard 2.1	Content Endorsements	44	21.67%	104	51.23%	53	26.11%	2	0.99%	203
	Early Childhood	7	31.82%	10	45.45%	5	22.73%	0	0.00%	22
	Elementary	46	26.44%	99	56.90%	26	14.94%	3	1.72%	174
	Middle Grades	0	0.00%	4	66.67%	2	33.33%	0	0.00%	6
	Special Education	2	11.76%	10	58.82%	4	23.53%	1	5.88%	17
	Total	99	23.46%	227	53.79%	90	21.33%	6	1.42%	422
Standard 2.2	Content Endorsements	38	18.72%	98	48.28%	63	31.03%	4	1.97%	203
	Early Childhood	7	31.82%	9	40.91%	6	27.27%	0	0.00%	22
	Elementary	46	26.44%	88	50.57%	37	21.26%	3	1.72%	174
	Middle Grades	0	0.00%	3	50.00%	3	50.00%	0	0.00%	6
	Special Education	3	17.65%	8	47.06%	5	29.41%	1	5.88%	17
	Total	94	22.27%	206	48.82%	114	27.01%	8	1.90%	422
Standard 2.3	Content Endorsements	42	20.69%	113	55.67%	46	22.66%	2	0.99%	203
	Early Childhood	6	27.27%	12	54.55%	4	18.18%	0	0.00%	22
	Elementary	37	21.26%	98	56.32%	36	20.69%	3	1.72%	174
	Middle Grades	0	0.00%	3	50.00%	3	50.00%	0	0.00%	6
	Special Education	1	5.88%	8	47.06%	8	47.06%	0	0.00%	17
	Total	86	20.38%	234	55.45%	97	22.99%	5	1.18%	422
Standard 3.1	Content Endorsements	90	44.33%	92	45.32%	18	8.87%	3	1.48%	203

STATEWIDE (PRINCIPALS NFYTS 2021)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Early Childhood	11	50.00%	8	36.36%	3	13.64%	0	0.00%	22
	Elementary	83	47.70%	76	43.68%	13	7.47%	2	1.15%	174
	Middle Grades	1	16.67%	4	66.67%	1	16.67%	0	0.00%	6
	Special Education	3	17.65%	11	64.71%	3	17.65%	0	0.00%	17
	Total	188	44.55%	191	45.26%	38	9.00%	5	1.18%	422
Standard 3.2	Content Endorsements	65	32.02%	98	48.28%	35	17.24%	5	2.46%	203
	Early Childhood	9	40.91%	5	22.73%	8	36.36%	0	0.00%	22
	Elementary	60	34.48%	88	50.57%	22	12.64%	4	2.30%	174
	Middle Grades	1	16.67%	2	33.33%	3	50.00%	0	0.00%	6
	Special Education	2	11.76%	10	58.82%	5	29.41%	0	0.00%	17
	Total	137	32.46%	203	48.10%	73	17.30%	9	2.13%	422
Standard 4.1	Content Endorsements	58	28.57%	128	63.05%	16	7.88%	1	0.49%	203
	Early Childhood	7	31.82%	10	45.45%	5	22.73%	0	0.00%	22
	Elementary	42	24.14%	110	63.22%	21	12.07%	1	0.57%	174
	Middle Grades	2	33.33%	2	33.33%	2	33.33%	0	0.00%	6
	Special Education	1	5.88%	11	64.71%	4	23.53%	1	5.88%	17
	Total	110	26.07%	261	61.85%	48	11.37%	3	0.71%	422
Standard 4.2	Content Endorsements	69	33.99%	120	59.11%	13	6.40%	1	0.49%	203
	Early Childhood	7	31.82%	8	36.36%	7	31.82%	0	0.00%	22
	Elementary	44	25.29%	114	65.52%	15	8.62%	1	0.57%	174
	Middle Grades	2	33.33%	1	16.67%	3	50.00%	0	0.00%	6
	Special Education	1	5.88%	13	76.47%	2	11.76%	1	5.88%	17
	Total	123	29.15%	256	60.66%	40	9.48%	3	0.71%	422
Standard 4.3	Content Endorsements	59	29.06%	122	60.10%	21	10.34%	1	0.49%	203
	Early Childhood	5	22.73%	12	54.55%	5	22.73%	0	0.00%	22
	Elementary	46	26.44%	102	58.62%	24	13.79%	2	1.15%	174
	Middle Grades	2	33.33%	1	16.67%	3	50.00%	0	0.00%	6
	Special Education	1	5.88%	12	70.59%	4	23.53%	0	0.00%	17
	Total	113	26.78%	249	59.00%	57	13.51%	3	0.71%	422
Standard 5.1	Content Endorsements	38	18.72%	103	50.74%	61	30.05%	1	0.49%	203
	Early Childhood	6	27.27%	9	40.91%	7	31.82%	0	0.00%	22
	Elementary	33	18.97%	95	54.60%	43	24.71%	3	1.72%	174
	Middle Grades	1	16.67%	2	33.33%	2	33.33%	1	16.67%	6

STATEWIDE (PRINCIPALS NFYTS 2021)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Special Education	1	5.88%	4	23.53%	11	64.71%	1	5.88%	17
	Total	79	18.72%	213	50.47%	124	29.38%	6	1.42%	422
Standard 5.2	Content Endorsements	37	18.23%	120	59.11%	45	22.17%	1	0.49%	203
	Early Childhood	7	31.82%	10	45.45%	5	22.73%	0	0.00%	22
	Elementary	38	21.84%	106	60.92%	29	16.67%	1	0.57%	174
	Middle Grades	2	33.33%	1	16.67%	3	50.00%	0	0.00%	6
	Special Education	2	11.76%	9	52.94%	5	29.41%	1	5.88%	17
	Total	86	20.38%	246	58.29%	87	20.62%	3	0.71%	422
Standard 6.1	Content Endorsements	39	19.21%	132	65.02%	30	14.78%	2	0.99%	203
	Early Childhood	6	27.27%	10	45.45%	6	27.27%	0	0.00%	22
	Elementary	39	22.41%	105	60.34%	28	16.09%	2	1.15%	174
	Middle Grades	1	16.67%	3	50.00%	2	33.33%	0	0.00%	6
	Special Education	2	11.76%	12	70.59%	3	17.65%	0	0.00%	17
	Total	87	20.62%	262	62.09%	69	16.35%	4	0.95%	422
Standard 6.2	Content Endorsements	41	20.20%	121	59.61%	39	19.21%	2	0.99%	203
	Early Childhood	5	22.73%	9	40.91%	8	36.36%	0	0.00%	22
	Elementary	35	20.11%	106	60.92%	31	17.82%	2	1.15%	174
	Middle Grades	0	0.00%	4	66.67%	2	33.33%	0	0.00%	6
	Special Education	1	5.88%	13	76.47%	2	11.76%	1	5.88%	17
	Total	82	19.43%	253	59.95%	82	19.43%	5	1.18%	422
Standard 6.3	Content Endorsements	29	14.29%	123	60.59%	49	24.14%	2	0.99%	203
	Early Childhood	6	27.27%	11	50.00%	5	22.73%	0	0.00%	22
	Elementary	37	21.26%	85	48.85%	48	27.59%	4	2.30%	174
	Middle Grades	1	16.67%	1	16.67%	4	66.67%	0	0.00%	6
	Special Education	2	11.76%	10	58.82%	4	23.53%	1	5.88%	17
	Total	75	17.77%	230	54.50%	110	26.07%	7	1.66%	422
Standard 6.4	Content Endorsements	28	13.79%	117	57.64%	56	27.59%	2	0.99%	203
	Early Childhood	5	22.73%	10	45.45%	7	31.82%	0	0.00%	22
	Elementary	33	18.97%	94	54.02%	42	24.14%	5	2.87%	174
	Middle Grades	1	16.67%	1	16.67%	4	66.67%	0	0.00%	6
	Special Education	1	5.88%	11	64.71%	4	23.53%	1	5.88%	17
	Total	68	16.11%	233	55.21%	113	26.78%	8	1.90%	422
Standard 7.1	Content Endorsements	51	25.12%	126	62.07%	24	11.82%	2	0.99%	203

STATEWIDE (PRINCIPALS NFYTS 2021)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Early Childhood	7	31.82%	10	45.45%	5	22.73%	0	0.00%	22
	Elementary	39	22.41%	111	63.79%	19	10.92%	5	2.87%	174
	Middle Grades	1	16.67%	2	33.33%	3	50.00%	0	0.00%	6
	Special Education	1	5.88%	12	70.59%	2	11.76%	2	11.76%	17
	Total	99	23.46%	261	61.85%	53	12.56%	9	2.13%	422
Standard 7.2	Content Endorsements	40	19.70%	123	60.59%	36	17.73%	4	1.97%	203
	Early Childhood	6	27.27%	11	50.00%	5	22.73%	0	0.00%	22
	Elementary	39	22.41%	102	58.62%	30	17.24%	3	1.72%	174
	Middle Grades	0	0.00%	3	50.00%	3	50.00%	0	0.00%	6
	Special Education	1	5.88%	11	64.71%	3	17.65%	2	11.76%	17
	Total	86	20.38%	250	59.24%	77	18.25%	9	2.13%	422
Standard 8.1	Content Endorsements	60	29.56%	119	58.62%	23	11.33%	1	0.49%	203
	Early Childhood	5	22.73%	9	40.91%	8	36.36%	0	0.00%	22
	Elementary	58	33.33%	99	56.90%	15	8.62%	2	1.15%	174
	Middle Grades	1	16.67%	2	33.33%	3	50.00%	0	0.00%	6
	Special Education	1	5.88%	11	64.71%	5	29.41%	0	0.00%	17
	Total	125	29.62%	240	56.87%	54	12.80%	3	0.71%	422
Standard 8.2	Content Endorsements	37	18.23%	116	57.14%	48	23.65%	2	0.99%	203
	Early Childhood	6	27.27%	9	40.91%	7	31.82%	0	0.00%	22
	Elementary	30	17.24%	109	62.64%	33	18.97%	2	1.15%	174
	Middle Grades	0	0.00%	3	50.00%	3	50.00%	0	0.00%	6
	Special Education	1	5.88%	10	58.82%	5	29.41%	1	5.88%	17
	Total	74	17.54%	247	58.53%	96	22.75%	5	1.18%	422
Standard 8.3	Content Endorsements	53	26.11%	102	50.25%	43	21.18%	5	2.46%	203
	Early Childhood	5	22.73%	11	50.00%	6	27.27%	0	0.00%	22
	Elementary	53	30.46%	92	52.87%	25	14.37%	4	2.30%	174
	Middle Grades	1	16.67%	2	33.33%	3	50.00%	0	0.00%	6
	Special Education	1	5.88%	12	70.59%	1	5.88%	3	17.65%	17
	Total	113	26.78%	219	51.90%	78	18.48%	12	2.84%	422
Standard 9.1	Content Endorsements	66	32.51%	114	56.16%	21	10.34%	2	0.99%	203
	Early Childhood	10	45.45%	6	27.27%	6	27.27%	0	0.00%	22
	Elementary	76	43.68%	81	46.55%	17	9.77%	0	0.00%	174
	Middle Grades	1	16.67%	3	50.00%	1	16.67%	1	16.67%	6

STATEWIDE (PRINCIPALS NFYTS 2021)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Special Education	5	29.41%	11	64.71%	0	0.00%	1	5.88%	17
	Total	158	37.44%	215	50.95%	45	10.66%	4	0.95%	422
Standard 9.2	Content Endorsements	53	26.11%	117	57.64%	32	15.76%	1	0.49%	203
	Early Childhood	8	36.36%	8	36.36%	6	27.27%	0	0.00%	22
	Elementary	51	29.31%	99	56.90%	21	12.07%	3	1.72%	174
	Middle Grades	1	16.67%	3	50.00%	2	33.33%	0	0.00%	6
	Special Education	1	5.88%	12	70.59%	3	17.65%	1	5.88%	17
	Total	114	27.01%	239	56.64%	64	15.17%	5	1.18%	422
Standard 10.1	Content Endorsements	72	35.47%	119	58.62%	11	5.42%	1	0.49%	203
	Early Childhood	8	36.36%	9	40.91%	5	22.73%	0	0.00%	22
	Elementary	63	36.21%	96	55.17%	14	8.05%	1	0.57%	174
	Middle Grades	1	16.67%	3	50.00%	2	33.33%	0	0.00%	6
	Special Education	3	17.65%	12	70.59%	2	11.76%	0	0.00%	17
	Total	147	34.83%	239	56.64%	34	8.06%	2	0.47%	422
Standard 10.2	Content Endorsements	57	28.08%	123	60.59%	20	9.85%	3	1.48%	203
	Early Childhood	10	45.45%	7	31.82%	5	22.73%	0	0.00%	22
	Elementary	63	36.21%	87	50.00%	21	12.07%	3	1.72%	174
	Middle Grades	1	16.67%	3	50.00%	1	16.67%	1	16.67%	6
	Special Education	2	11.76%	11	64.71%	4	23.53%	0	0.00%	17
	Total	133	31.52%	231	54.74%	51	12.09%	7	1.66%	422

Figure 16. Survey Responses by Endorsement Type (Teachers)

STATEWIDE (TEACHERS NFYTS 2021)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	
Standard 1.1	Content Endorsements	46	21.10%	134	61.47%	37	16.97%	1	0.46%	218
	Early Childhood	5	21.74%	14	60.87%	4	17.39%	0	0.00%	23
	Elementary	29	16.38%	127	71.75%	21	11.86%	0	0.00%	177
	Middle Grades	5	35.71%	8	57.14%	1	7.14%	0	0.00%	14
	Special Education	5	20.83%	14	58.33%	5	20.83%	0	0.00%	24
	Total	90	19.74%	297	65.13%	68	14.91%	1	0.22%	456
Standard 1.2	Content Endorsements	50	22.94%	128	58.72%	39	17.89%	1	0.46%	218
	Early Childhood	6	26.09%	13	56.52%	3	13.04%	1	4.35%	23
	Elementary	35	19.77%	124	70.06%	18	10.17%	0	0.00%	177
	Middle Grades	3	21.43%	11	78.57%	0	0.00%	0	0.00%	14
	Special Education	7	29.17%	13	54.17%	4	16.67%	0	0.00%	24
	Total	101	22.15%	289	63.38%	64	14.04%	2	0.44%	456
Standard 2.1	Content Endorsements	47	21.56%	111	50.92%	59	27.06%	1	0.46%	218
	Early Childhood	7	30.43%	11	47.83%	4	17.39%	1	4.35%	23
	Elementary	44	24.86%	106	59.89%	27	15.25%	0	0.00%	177
	Middle Grades	3	21.43%	10	71.43%	1	7.14%	0	0.00%	14
	Special Education	7	29.17%	13	54.17%	4	16.67%	0	0.00%	24
	Total	108	23.68%	251	55.04%	95	20.83%	2	0.44%	456
Standard 2.2	Content Endorsements	39	17.89%	106	48.62%	67	30.73%	6	2.75%	218
	Early Childhood	6	26.09%	10	43.48%	6	26.09%	1	4.35%	23
	Elementary	39	22.03%	90	50.85%	48	27.12%	0	0.00%	177
	Middle Grades	3	21.43%	9	64.29%	2	14.29%	0	0.00%	14
	Special Education	7	29.17%	12	50.00%	5	20.83%	0	0.00%	24
	Total	94	20.61%	227	49.78%	128	28.07%	7	1.54%	456
Standard 2.3	Content Endorsements	59	27.06%	104	47.71%	52	23.85%	3	1.38%	218
	Early Childhood	4	17.39%	11	47.83%	8	34.78%	0	0.00%	23
	Elementary	45	25.42%	86	48.59%	44	24.86%	2	1.13%	177
	Middle Grades	3	21.43%	7	50.00%	4	28.57%	0	0.00%	14
	Special Education	7	29.17%	12	50.00%	5	20.83%	0	0.00%	24
	Total	118	25.88%	220	48.25%	113	24.78%	5	1.10%	456
Standard 3.1	Content Endorsements	109	50.00%	98	44.95%	7	3.21%	4	1.83%	218

STATEWIDE (TEACHERS NFYTS 2021)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Early Childhood	14	60.87%	6	26.09%	2	8.70%	1	4.35%	23
	Elementary	92	51.98%	78	44.07%	7	3.95%	0	0.00%	177
	Middle Grades	6	42.86%	8	57.14%	0	0.00%	0	0.00%	14
	Special Education	11	45.83%	13	54.17%	0	0.00%	0	0.00%	24
	Total	232	50.88%	203	44.52%	16	3.51%	5	1.10%	456
Standard 3.2	Content Endorsements	77	35.32%	103	47.25%	34	15.60%	4	1.83%	218
	Early Childhood	9	39.13%	11	47.83%	1	4.35%	2	8.70%	23
	Elementary	63	35.59%	90	50.85%	24	13.56%	0	0.00%	177
	Middle Grades	7	50.00%	6	42.86%	1	7.14%	0	0.00%	14
	Special Education	6	25.00%	15	62.50%	3	12.50%	0	0.00%	24
	Total	162	35.53%	225	49.34%	63	13.82%	6	1.32%	456
Standard 4.1	Content Endorsements	75	34.40%	112	51.38%	29	13.30%	2	0.92%	218
	Early Childhood	6	26.09%	14	60.87%	2	8.70%	1	4.35%	23
	Elementary	34	19.21%	121	68.36%	22	12.43%	0	0.00%	177
	Middle Grades	5	35.71%	9	64.29%	0	0.00%	0	0.00%	14
	Special Education	5	20.83%	13	54.17%	6	25.00%	0	0.00%	24
	Total	125	27.41%	269	58.99%	59	12.94%	3	0.66%	456
Standard 4.2	Content Endorsements	79	36.24%	116	53.21%	22	10.09%	1	0.46%	218
	Early Childhood	5	21.74%	15	65.22%	2	8.70%	1	4.35%	23
	Elementary	31	17.51%	132	74.58%	14	7.91%	0	0.00%	177
	Middle Grades	5	35.71%	9	64.29%	0	0.00%	0	0.00%	14
	Special Education	7	29.17%	11	45.83%	6	25.00%	0	0.00%	24
	Total	127	27.85%	283	62.06%	44	9.65%	2	0.44%	456
Standard 4.3	Content Endorsements	76	34.86%	112	51.38%	29	13.30%	1	0.46%	218
	Early Childhood	6	26.09%	15	65.22%	2	8.70%	0	0.00%	23
	Elementary	43	24.29%	118	66.67%	16	9.04%	0	0.00%	177
	Middle Grades	5	35.71%	7	50.00%	2	14.29%	0	0.00%	14
	Special Education	7	29.17%	11	45.83%	6	25.00%	0	0.00%	24
	Total	137	30.04%	263	57.68%	55	12.06%	1	0.22%	456
Standard 5.1	Content Endorsements	46	21.10%	113	51.83%	55	25.23%	4	1.83%	218
	Early Childhood	3	13.04%	16	69.57%	3	13.04%	1	4.35%	23
	Elementary	24	13.56%	105	59.32%	48	27.12%	0	0.00%	177
	Middle Grades	2	14.29%	9	64.29%	3	21.43%	0	0.00%	14

STATEWIDE (TEACHERS NFYTS 2021)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Special Education	5	20.83%	13	54.17%	6	25.00%	0	0.00%	24
	Total	80	17.54%	256	56.14%	115	25.22%	5	1.10%	456
Standard 5.2	Content Endorsements	47	21.56%	118	54.13%	50	22.94%	3	1.38%	218
	Early Childhood	7	30.43%	15	65.22%	0	0.00%	1	4.35%	23
	Elementary	25	14.12%	121	68.36%	31	17.51%	0	0.00%	177
	Middle Grades	2	14.29%	11	78.57%	1	7.14%	0	0.00%	14
	Special Education	6	25.00%	10	41.67%	8	33.33%	0	0.00%	24
	Total	87	19.08%	275	60.31%	90	19.74%	4	0.88%	456
Standard 6.1	Content Endorsements	57	26.15%	122	55.96%	37	16.97%	2	0.92%	218
	Early Childhood	6	26.09%	15	65.22%	1	4.35%	1	4.35%	23
	Elementary	30	16.95%	122	68.93%	24	13.56%	1	0.56%	177
	Middle Grades	6	42.86%	7	50.00%	1	7.14%	0	0.00%	14
	Special Education	6	25.00%	11	45.83%	7	29.17%	0	0.00%	24
	Total	105	23.03%	277	60.75%	70	15.35%	4	0.88%	456
Standard 6.2	Content Endorsements	62	28.44%	107	49.08%	48	22.02%	1	0.46%	218
	Early Childhood	6	26.09%	14	60.87%	2	8.70%	1	4.35%	23
	Elementary	38	21.47%	113	63.84%	26	14.69%	0	0.00%	177
	Middle Grades	5	35.71%	9	64.29%	0	0.00%	0	0.00%	14
	Special Education	7	29.17%	12	50.00%	5	20.83%	0	0.00%	24
	Total	118	25.88%	255	55.92%	81	17.76%	2	0.44%	456
Standard 6.3	Content Endorsements	47	21.56%	111	50.92%	58	26.61%	2	0.92%	218
	Early Childhood	5	21.74%	14	60.87%	3	13.04%	1	4.35%	23
	Elementary	25	14.12%	119	67.23%	32	18.08%	1	0.56%	177
	Middle Grades	3	21.43%	9	64.29%	2	14.29%	0	0.00%	14
	Special Education	6	25.00%	14	58.33%	4	16.67%	0	0.00%	24
	Total	86	18.86%	267	58.55%	99	21.71%	4	0.88%	456
Standard 6.4	Content Endorsements	43	19.72%	112	51.38%	59	27.06%	4	1.83%	218
	Early Childhood	6	26.09%	11	47.83%	5	21.74%	1	4.35%	23
	Elementary	27	15.25%	112	63.28%	37	20.90%	1	0.56%	177
	Middle Grades	3	21.43%	10	71.43%	1	7.14%	0	0.00%	14
	Special Education	7	29.17%	10	41.67%	7	29.17%	0	0.00%	24
	Total	86	18.86%	255	55.92%	109	23.90%	6	1.32%	456
Standard 7.1	Content Endorsements	50	22.94%	121	55.50%	43	19.72%	4	1.83%	218

STATEWIDE (TEACHERS NFYTS 2021)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Early Childhood	5	21.74%	14	60.87%	4	17.39%	0	0.00%	23
	Elementary	36	20.34%	116	65.54%	23	12.99%	2	1.13%	177
	Middle Grades	2	14.29%	10	71.43%	2	14.29%	0	0.00%	14
	Special Education	5	20.83%	13	54.17%	6	25.00%	0	0.00%	24
	Total	98	21.49%	274	60.09%	78	17.11%	6	1.32%	456
Standard 7.2	Content Endorsements	48	22.02%	123	56.42%	43	19.72%	4	1.83%	218
	Early Childhood	8	34.78%	11	47.83%	3	13.04%	1	4.35%	23
	Elementary	35	19.77%	112	63.28%	28	15.82%	2	1.13%	177
	Middle Grades	3	21.43%	11	78.57%	0	0.00%	0	0.00%	14
	Special Education	4	16.67%	17	70.83%	3	12.50%	0	0.00%	24
	Total	98	21.49%	274	60.09%	77	16.89%	7	1.54%	456
Standard 8.1	Content Endorsements	65	29.82%	114	52.29%	35	16.06%	4	1.83%	218
	Early Childhood	3	13.04%	13	56.52%	7	30.43%	0	0.00%	23
	Elementary	46	25.99%	96	54.24%	31	17.51%	4	2.26%	177
	Middle Grades	5	35.71%	6	42.86%	3	21.43%	0	0.00%	14
	Special Education	7	29.17%	10	41.67%	7	29.17%	0	0.00%	24
	Total	126	27.63%	239	52.41%	83	18.20%	8	1.75%	456
Standard 8.2	Content Endorsements	46	21.10%	118	54.13%	53	24.31%	1	0.46%	218
	Early Childhood	5	21.74%	10	43.48%	7	30.43%	1	4.35%	23
	Elementary	30	16.95%	110	62.15%	36	20.34%	1	0.56%	177
	Middle Grades	3	21.43%	9	64.29%	2	14.29%	0	0.00%	14
	Special Education	9	37.50%	13	54.17%	2	8.33%	0	0.00%	24
	Total	93	20.39%	260	57.02%	100	21.93%	3	0.66%	456
Standard 8.3	Content Endorsements	56	25.69%	108	49.54%	49	22.48%	5	2.29%	218
	Early Childhood	6	26.09%	11	47.83%	5	21.74%	1	4.35%	23
	Elementary	36	20.34%	115	64.97%	25	14.12%	1	0.56%	177
	Middle Grades	4	28.57%	8	57.14%	2	14.29%	0	0.00%	14
	Special Education	6	25.00%	13	54.17%	5	20.83%	0	0.00%	24
	Total	108	23.68%	255	55.92%	86	18.86%	7	1.54%	456
Standard 9.1	Content Endorsements	91	41.74%	105	48.17%	21	9.63%	1	0.46%	218
	Early Childhood	11	47.83%	10	43.48%	1	4.35%	1	4.35%	23
	Elementary	54	30.51%	107	60.45%	16	9.04%	0	0.00%	177
	Middle Grades	8	57.14%	2	14.29%	4	28.57%	0	0.00%	14

STATEWIDE (TEACHERS NFYTS 2021)										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Special Education	6	25.00%	17	70.83%	1	4.17%	0	0.00%	24
	Total	170	37.28%	241	52.85%	43	9.43%	2	0.44%	456
Standard 9.2	Content Endorsements	81	37.16%	98	44.95%	38	17.43%	1	0.46%	218
	Early Childhood	10	43.48%	9	39.13%	4	17.39%	0	0.00%	23
	Elementary	43	24.29%	108	61.02%	26	14.69%	0	0.00%	177
	Middle Grades	7	50.00%	4	28.57%	3	21.43%	0	0.00%	14
	Special Education	6	25.00%	16	66.67%	2	8.33%	0	0.00%	24
	Total	147	32.24%	235	51.54%	73	16.01%	1	0.22%	456
Standard 10.1	Content Endorsements	108	49.54%	93	42.66%	16	7.34%	1	0.46%	218
	Early Childhood	10	43.48%	10	43.48%	2	8.70%	1	4.35%	23
	Elementary	59	33.33%	105	59.32%	12	6.78%	1	0.56%	177
	Middle Grades	8	57.14%	4	28.57%	2	14.29%	0	0.00%	14
	Special Education	7	29.17%	16	66.67%	1	4.17%	0	0.00%	24
	Total	192	42.11%	228	50.00%	33	7.24%	3	0.66%	456
Standard 10.2	Content Endorsements	79	36.24%	108	49.54%	30	13.76%	1	0.46%	218
	Early Childhood	8	34.78%	12	52.17%	1	4.35%	2	8.70%	23
	Elementary	44	24.86%	117	66.10%	16	9.04%	0	0.00%	177
	Middle Grades	8	57.14%	4	28.57%	2	14.29%	0	0.00%	14
	Special Education	7	29.17%	15	62.50%	2	8.33%	0	0.00%	24
	Total	146	32.02%	256	56.14%	51	11.18%	3	0.66%	456