

**Wartburg Education  
Administrator and 1<sup>st</sup>-year Teacher Survey Data**

	2021-22	2022-23	2023-24
Design and implement developmentally appropriate learning experiences for all learners	<b>3.33</b>	<b>3.36</b>	<b>3.32</b>
	3.38	3.29	3.23
Ensure an inclusive learning environment for all learners	<b>3.17</b>	<b>3.36</b>	<b>3.24</b>
	3.25	3.57	3.31
Develop and maintain a positive learning environment that engages all learners	<b>3.17</b>	<b>3.45</b>	<b>3.36</b>
	3.38	3.64	3.38
Demonstrate understanding of the content area by using central concepts, tools of inquiry, and structures of your discipline	<b>3.42</b>	<b>3.55</b>	<b>3.40</b>
	3.38	3.50	3.00
Make his/her discipline accessible and meaningful for learners	<b>3.17</b>	<b>3.00</b>	<b>3.20</b>
	3.38	3.43	3.15
Integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content	<b>3.17</b>	<b>3.18</b>	<b>3.16</b>
	2.88	3.31	3.08
Develop and use multiple methods of assessment	<b>2.83</b>	<b>3.27</b>	<b>3.20</b>
	2.75	3.14	3.08
Plan for instruction aligned to content standards	<b>3.42</b>	<b>3.45</b>	<b>3.62</b>
	3.38	3.64	3.25
Use a variety of instructional strategies appropriately	<b>3.25</b>	<b>3.45</b>	<b>3.42</b>
	3.75	3.50	3.00
Differentiate instruction for all learners	<b>3.00</b>	<b>3.18</b>	<b>2.96</b>
	3.38	3.29	3.08
Differentiate for students with disabilities	<b>3.00</b>	<b>3.45</b>	<b>2.96</b>
	3.12	3.07	3.17
Differentiate for English language learners	<b>2.92</b>	<b>3.00</b>	<b>2.81</b>
	2.62	2.57	2.58
Use technology in the classroom appropriately to support instruction	<b>3.42</b>	<b>3.45</b>	<b>3.42</b>
	3.62	3.57	3.58
Engage in ongoing professional learning to provide all learners with engaging learning experiences	<b>3.36</b>	<b>3.36</b>	<b>3.54</b>
	3.75	3.57	3.42
Evaluate outcomes of teaching using a variety of data (e.g., systematic observation, information about learners, research) to adapt planning and practice	<b>3.08</b>	<b>3.09</b>	<b>3.21</b>
	2.88	3.29	3.33
Reflect on teaching practice to improve instruction	<b>3.08</b>	<b>3.27</b>	<b>3.46</b>
	3.62	3.71	3.50
Work collaboratively with colleagues to meet the needs of all learners	<b>3.42</b>	<b>3.45</b>	<b>3.61</b>
	3.38	3.71	3.42

Added in 2023-24:

Supporting students' mental health and wellness	<b>3.04</b>
	2.58
Supporting your own/ the teacher's own mental health and wellness	<b>3.09</b>
	2.42

2018-19

**12 (45 sent – 26%) Administrator Responses – emboldened responses above**

27 (44 sent - 61%) 1<sup>st</sup> Year Teachers

2019-20

**15 (40 sent – 37%) Administrator Responses – emboldened responses above**

26 (40 sent by Un. of Iowa in-state; 4 sent to out-of-state: 59% response) 1<sup>st</sup> Year Teachers

See University of Iowa data for additional survey responses on MTSS and COVID-19 perceptions

2020-21

**14 (39 sent – 36%) Administrator Responses – emboldened responses above**

16 (39 sent by University of Iowa in-state: 41% response) 1<sup>st</sup> Year Teachers

See University of Iowa data for additional survey responses on MTSS and COVID-19 perceptions

2021-22

**12 (32 sent – 37%) Administrator Response – emboldened responses above**

8 (32 sent by University of Iowa in-state: 23% response rate) 1<sup>st</sup> year Teachers

2022-23

**11 (31 sent – 35%) Administrator Response – emboldened responses above**

14 (31 sent by University of Iowa; in-state only: 45% response rate) 1<sup>st</sup> year Teachers

2023-24

**26 (51 sent – 51%) Administrator Response – emboldened responses above**

15 (47 sent by University of Iowa; in-state only: 31.9% response rate) 1<sup>st</sup> year Teachers

Survey responses include

Very well

Well

Somewhat well

Not very well

The response options were converted into numeric value:

Very well (4)

Well (3)

Somewhat well (2)

Not very well (1)