

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

	2022-23	2023-24	2024-25
Design and implement developmentally appropriate learning experiences for all learners	<b>3.36</b>	<b>3.32</b>	<b>3.17</b>
	3.29	3.23	3.30
Ensure an inclusive learning environment for all learners	<b>3.36</b>	<b>3.24</b>	<b>3.25</b>
	3.57	3.31	3.50
Develop and maintain a positive learning environment that engages all learners	<b>3.45</b>	<b>3.36</b>	<b>2.83</b>
	3.64	3.38	3.20
Demonstrate understanding of the content area by using central concepts, tools of inquiry, and structures of your discipline	<b>3.55</b>	<b>3.40</b>	<b>3.08</b>
	3.50	3.00	3.44
Make his/her discipline accessible and meaningful for learners	<b>3.00</b>	<b>3.20</b>	<b>2.92</b>
	3.43	3.15	2.70
Integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content	<b>3.18</b>	<b>3.16</b>	<b>2.92</b>
	3.31	3.08	3.10
Develop and use multiple methods of assessment	<b>3.27</b>	<b>3.20</b>	<b>2.92</b>
	3.14	3.08	3.44
Plan for instruction aligned to content standards	<b>3.45</b>	<b>3.62</b>	<b>3.25</b>
	3.64	3.25	3.56
Use a variety of instructional strategies appropriately	<b>3.45</b>	<b>3.42</b>	<b>3.08</b>
	3.50	3.00	3.50
Differentiate instruction for all learners	<b>3.18</b>	<b>2.96</b>	<b>2.83</b>
	3.29	3.08	3.20
Differentiate for students with disabilities	<b>3.45</b>	<b>2.96</b>	<b>2.83</b>
	3.07	3.17	2.90
Differentiate for English language learners	<b>3.00</b>	<b>2.81</b>	<b>2.56</b>
	2.57	2.58	2.67
Use technology in the classroom appropriately to support instruction	<b>3.45</b>	<b>3.42</b>	<b>3.08</b>
	3.57	3.58	3.40
Engage in ongoing professional learning to provide all learners with engaging learning experiences	<b>3.36</b>	<b>3.54</b>	<b>3.17</b>
	3.57	3.42	3.50
Evaluate outcomes of teaching using a variety of data (e.g., systematic observation, information about learners, research) to adapt planning and practice	<b>3.09</b>	<b>3.21</b>	<b>3.00</b>
	3.29	3.33	3.33
Reflect on teaching practice to improve instruction	<b>3.27</b>	<b>3.46</b>	<b>3.17</b>
	3.71	3.50	3.60
Work collaboratively with colleagues to meet the needs of all learners	<b>3.45</b>	<b>3.61</b>	<b>3.33</b>
	3.71	3.42	3.33

Added in 2024-25:

Deliver the curricula assigned by the district.	<b>3.17</b>
	3.00
Teach students to read or help struggling readers (as appropriate for position).	<b>2.89</b>
	3.00

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

2024-25

**13 (28 sent – 46.4%) Administrator Response – emboldened responses above**

12 (31 sent by University of Iowa; in-state only: 38.7% 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)