


Welcome!  
Please sign in!

[https://tinyurl.com/  
2aeyf3tp](https://tinyurl.com/2aeyf3tp)

# Teacher Education Data Day Spring 2026





**Welcome**  
College of Education and  
Human Services Dean  
**Dr. Sam Forlenza**



# Spring 2026 Data Day Agenda



- ❑ Welcome & Purpose for Data Day
- ❑ Today's Goals
- ❑ Stakeholder Discussions
- ❑ Break
- ❑ Faculty Discussions
- ❑ Closing & Next Steps

**Standard  
1.4  
Profess.  
Respons.**

**Standard  
2.1  
Partner for  
Clinical**

**Standard  
4  
Program  
Impact**

**Standard  
5.1  
Quality  
Assurance**

The background is a historical map of the Arctic region, showing various islands and sea names. A white rectangular box with a thin blue border is centered on the map, containing the text. The map includes labels like '80°', 'Jeanette 1881', 'Barents L.', 'Faddeyeff L.', 'Baran. Toll 1901', 'Lena Delta', 'Bulan', 'Molok', 'Victoria L.', 'McClintock St.', 'Bea W.', 'Mariane N. 1810', 'South Fr. Reg.', 'Cockburn L.', 'Land', 'C. Kater', 'Davis', 'Upernivik', 'Omenak', 'Svarte Hulk', 'Lamberts L.', 'Hudson 1607', 'West Spitzbergen', 'Snitzhergen', 'Olga Str.', 'Edge I.', 'Barents Sea', 'Mooahel Strait', 'Moller B.', 'Yagor Sea', 'Khabarova', 'Taz G.', 'of Ob', and 'Nikitinsk'.

## Today's Goals

- Strengthen the culture of data analysis for program planning
- Engage stakeholders in discussions about data
- Use data to inform decision making
- Provide an opportunity for professional learning and collaboration

# Introductions



- Move to your Mixed Table Group
- Introduce yourselves & your role
- Share **1 Success and 1 Opportunity** for new and/or preservice teachers

# Table Share



# Stakeholder Discussion



## □ Data Sets

- PRAXIS & PECT test results
- PDE 430 - Trend data
- Student Satisfaction Surveys

**Stand 1  
Content &  
Pedagog  
Know**

**Stand 2  
Clinical  
Partner &  
Practice**

# PRAXIS & PECT



# Data Framing



- Fall 2023 through Fall 2025
- First attempts only (for now!)
- Overall score for all candidates & GPA credit

## Teacher Education Data Day Protocol – Spring 2026

### Team

Table Participants:

### Data Framing

### First Look

Notice	Wonder	Impact on My Work

### 1. Identify Data:

- Understand its context and purpose.

### 2. First Look:

- Initial dataset overview.
- Identify trends, patterns, or outliers.
- Formulate initial questions.

### 3. Dig Deeper:

- Explore data sections.
- Analyze relevant variables.
- Refine questions based on findings.

# PRAXIS/PECT Results

	2023-2024					2024-2025					2025-2026			
	TestsTaken	Passed	Pass%	GPAQ	GPAQ%	TestsTaken	Passed	Pass%	GPAQ	GPAQ%	TestsTaken	Passed	Pass%	
<b>ECH Elem: Pre-K - 4</b>														
8006	Module 1	101	70	69.31%	12	11.88%	68	48	70.59%	6	8.82%	37	22	59.46%
8007	Module 2	94	69	73.40%	8	8.51%	77	57	74.03%	3	3.90%	26	20	76.92%
8008	Module 3	97	67	69.07%	12	12.37%	79	48	60.76%	14	17.72%	22	12	54.55%
<b>Special Ed</b>														
5355/5354	Special Education	23	23	100.00%			19	19	100.00%			7	7	100.00%
<b>Mid Level/Elementary: Gr 4 - 8</b>														
5153	Module 1	8	6	75.00%			13	12	92.31%			5	4	80.00%
5154	Module 2	14	9	64.29%	2	14.29%	19	7	36.84%	2	10.53%	10	5	50.00%
5155	Module 3	12	12	100.00%			19	7	36.84%	3	15.79%	8	7	87.50%
5156	English Subj Conc	1	1	100.00%			5	4	80.00%			1	0	0.00%
5157	Social Studies Subj Conc	3	1	33.33%			5	2	40.00%					
5158	Math Subj Conc	2	0	0.00%			7	2	28.57%			5	4	80.00%
5159	Science Subj Conc	3	1	33.33%	1	33.33%	3	3	100.00%			3	3	100.00%
<b>Secondary Ed</b>														
5511	Fundamental Subj	4	4	100.00%			10	8	80.00%			3	3	100.00%
5134	Art	2	1	50.00%			7	6	85.71%	1	14.29%	3	3	100.00%
5236	Biology	3	3	100.00%			1	1	100.00%					
5246	Chemistry						2	1	50.00%					
5038	English	6	4	66.67%			7	5	71.43%			3	3	100.00%
5165	Mathematics	7	3	42.86%	1	14.29%	8	5	62.50%	1	12.50%	6	4	66.67%
5581/5081	Social Studies	20	14	70.00%			14	11	78.57%			6	6	100.00%
<b>Graduate Level</b>														
5302	Reading Specialist*	1	0	0.00%	1	100.00%	3	2	66.67%	1	33.33%	1	1	100.00%
5412	Ed Leadership	1	1	100.00%			1	1	100.00%					
6990	SLLA	14	14	100.00%			17	16	94.12%			4	3	75.00%
6991	Superintendent	10	10	100.00%			3	3	100.00%			2	2	100.00%
		<b>426</b>	<b>313</b>	<b>73.47%</b>	<b>37</b>	<b>8.69%</b>	<b>387</b>	<b>268</b>	<b>69.25%</b>	<b>31</b>	<b>8.01%</b>	<b>152</b>	<b>109</b>	<b>71.71%</b>



# Group Share

Provide 2 key points in  
your conversation.



# PDE 430

## Trend Data



# The PDE 430

- **Category I: Planning and Preparation**
  - Thorough content and pedagogical knowledge
  - Goal-driven planning based on content, students, and context
- **Category II: Classroom Environment**
  - Purposeful, equitable, and safe learning space
  - Clear expectations and routines for student behavior
- **Category III: Instruction**
  - Engaging instruction through varied strategies
  - Effective content and pedagogical knowledge
- **Category IV: Professionalism**
  - Demonstrates professionalism in and beyond the classroom
  - Exhibits professional qualities



## Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice (PDE 430)



Pennsylvania  
Department of Education

Commonwealth of Pennsylvania | Department of Education | 607 South Drive Harrisburg, PA 17120

# Data Framing

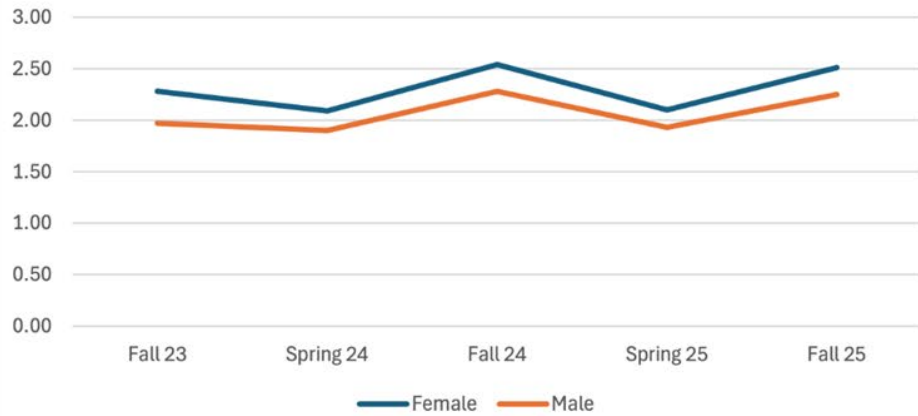


- Scoring is 0-3 with 3 being the highest
- The graphs show overall results for all four 430/Danielson Domains.
- Data represents results from Fall 2023 - Fall 2025
- Data is disaggregated by gender, ethnicity, and program.

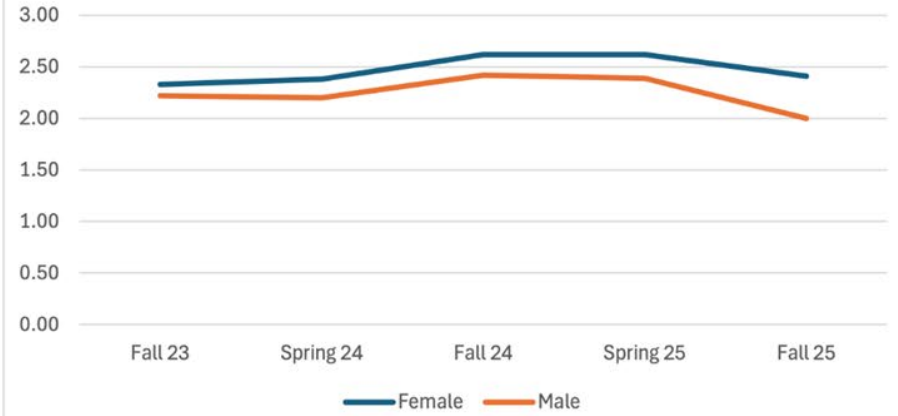
# PDE 430 Trend Data



## Mid Cooperating Teacher PDE 430 Scores

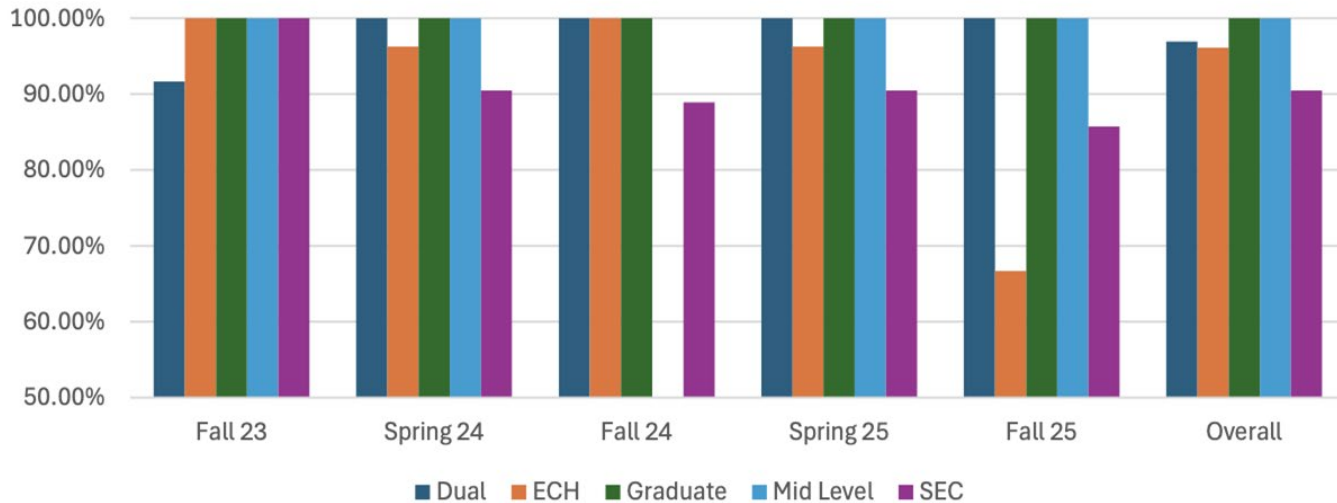


## Final Cooperating Teacher PDE 430 Scores



# Student Satisfaction Survey Results

## Overall Satisfaction by Program





# Table Conversations



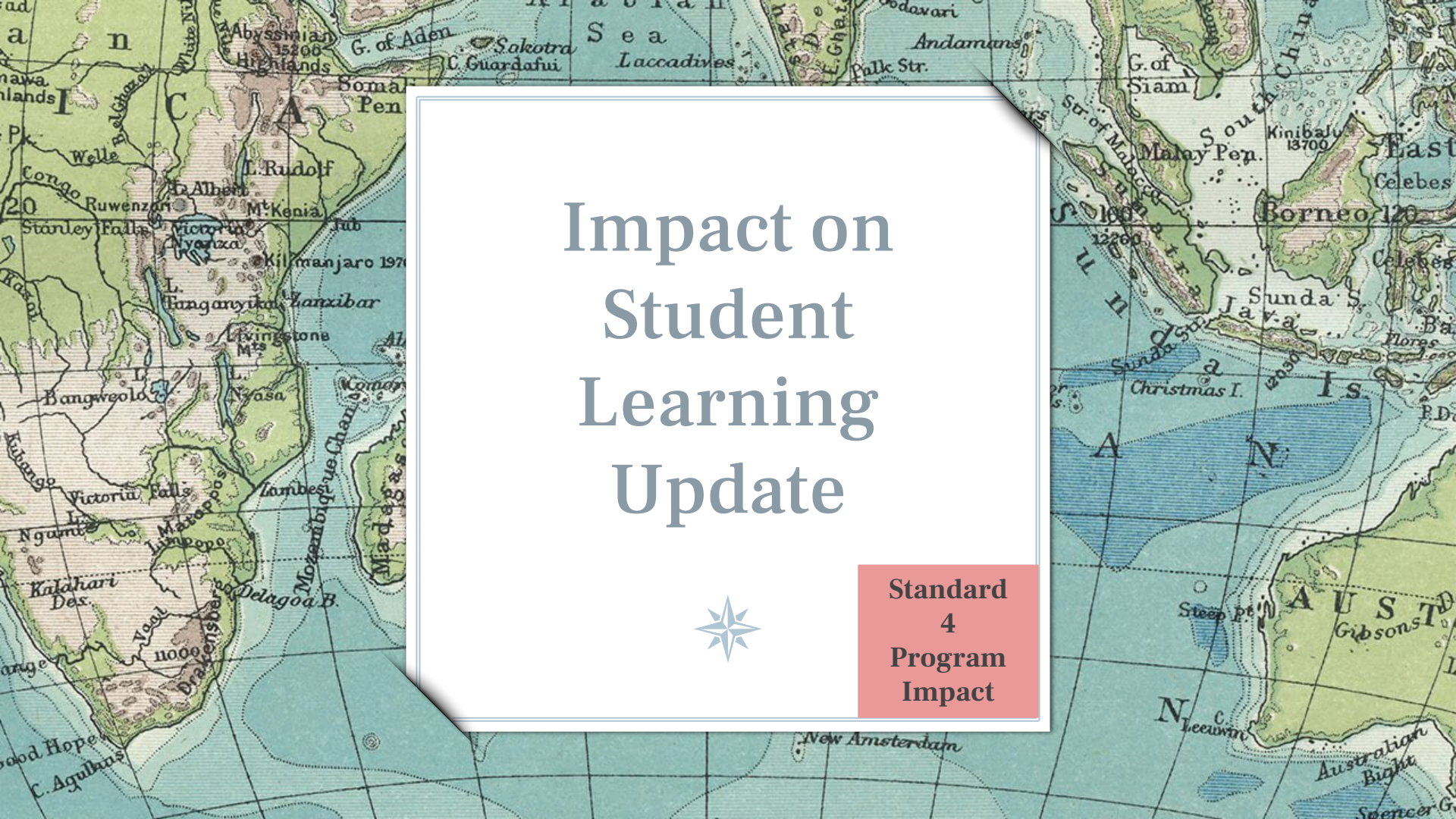
**What data surprised you?**

**What other data would be helpful to review?**

# Table Conversations



**What potential questions  
you would pose  
to mentor teachers?**



# Impact on Student Learning Update



Standard  
4  
Program  
Impact

# DESIGN THINKING PROCESS

## 1-EMPATHIZE

Lorem ipsum dolor sit amet, consectetur adipiscing elit.



## 3-IDEATE

Lorem ipsum dolor sit amet, consectetur adipiscing elit.



## 5-TEST

Lorem ipsum dolor sit amet, consectetur adipiscing elit.



## 2-DEFINE

Lorem ipsum dolor sit amet, consectetur adipiscing elit.



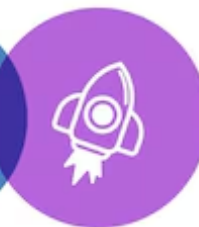
## 4-PROTOTYPE

Lorem ipsum dolor sit amet, consectetur adipiscing elit.



## 6-IMPLEMENT

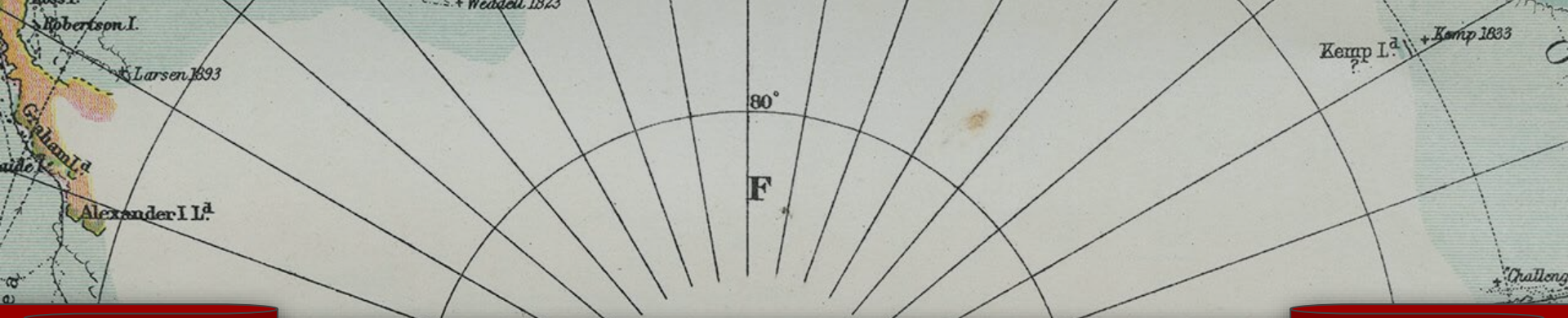
Lorem ipsum dolor sit amet, consectetur adipiscing elit.



UNDERSTAND

EXPLORE

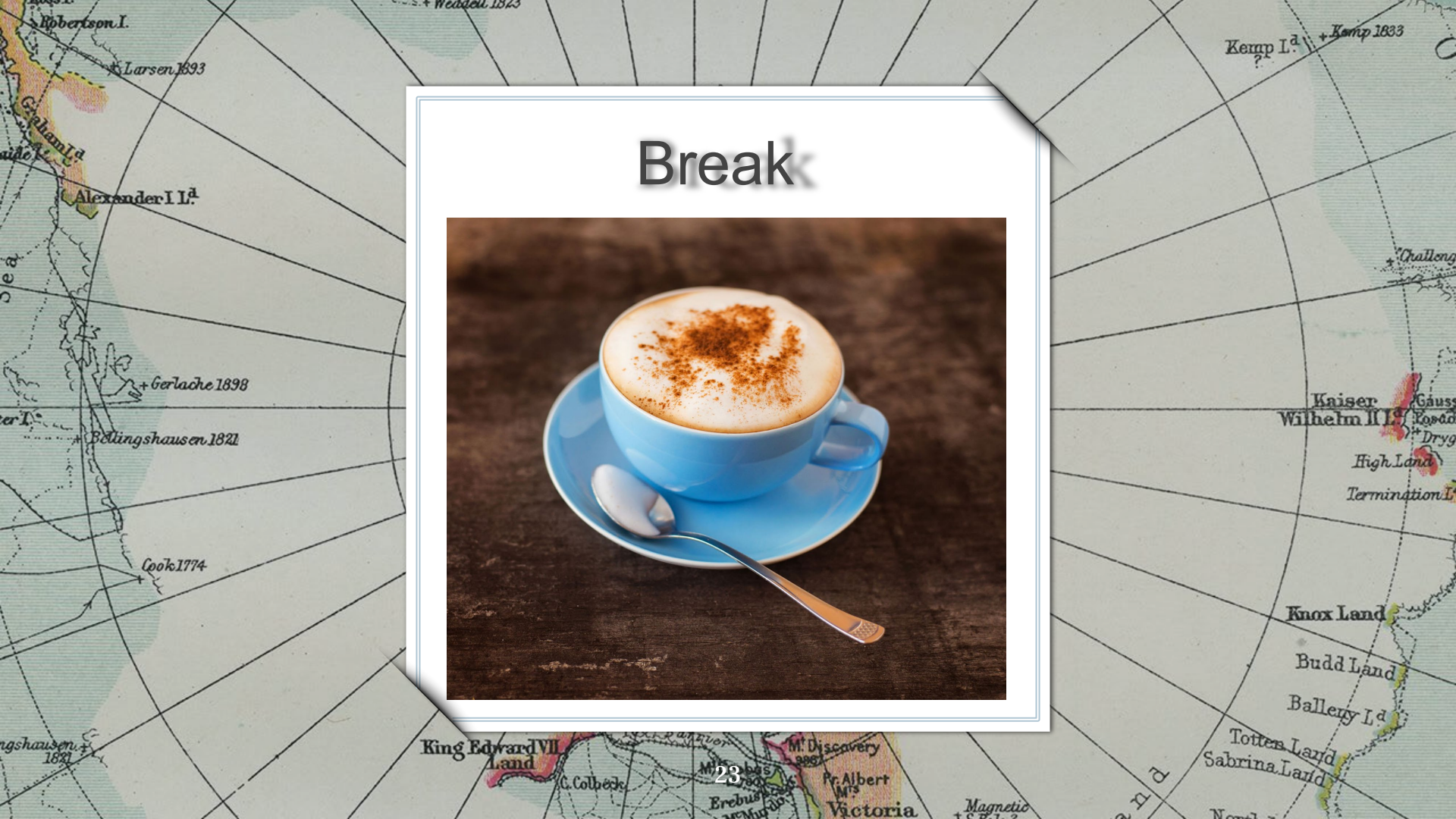
MATERIALIZE



**THANK YOU DISTRICT PARTNERS!**



# Break



# Stakeholder Reflection



- What did you learn from the stakeholder discussion?
- What questions do you still have?



# GATES & Admission Form

Stand 1  
Content &  
Pedagog  
Know

Standard  
4  
Program  
Impact

		Standing	Credits	GPA	Field Experience	Action Needed before next step	
1	Ship Status	Freshman	0-29	>=2.80	Stages I & II: Observation & Exploration	Check with OPPEO re Clearances	Obtain a GPA of at least 2.80
2	Foundational Status	Sophomore	30-59	>=2.80	Stages I & II: Observation & Exploration	Submit Formal Admission Form to TPP	Familiarize yourself with the Office of Partnerships, Professional Experiences, and Outreach (OPPEO). This office will be your touch point for ALL Field Experiences, which are required to become a licensed teacher.
3	Candidacy Status	Junior	60-89	>=3.00	Stage III: Pre-Student Teaching	Apply for Student Teaching	Plan on taking a certification test (PECT and/or Praxis). To become a teacher in PA various certification tests are required, depending on your program of study. At least one attempt at a test must be made prior to student teaching.
4	Clinical Status	Senior	90+	>=3.00	Stage IV: Student Teaching	Apply for Graduation	Student Teaching is a 9-15 credit full-time, 16-week immersion experience. Remember, you are an ambassador of the Teacher Education Department at Shippensburg University. Your professionalism and performance will not only represent your skills and abilities, but also attest to the quality of the University which you represent.
5	Certification Status	Alumnus	120+	>=3.00	Teaching	Submit Certification Application via TIMS	In addition to completing (and passing) all required certification tests, you will need to apply for your teaching licensure via TIMS (Teacher Information Management System). Applications should not be filed until the first day of the month of your graduation.



## Shippensburg University's Application for **FORMAL ADMISSION** To Candidacy Status

Purpose: By completing and submitting this formal application you will officially confirm your intent to pursue teacher certification at Shippensburg University. **Important Note:** You cannot be confirmed without completing and submitting this form.

### Section I: Candidate Information – To Be Completed by Student

Last Name:

First Name:

MI:

SU Email:


SUID:

Program:

Advisor:

A historical map of the Indian Ocean region, showing the East African coast, Madagascar, and the Indian subcontinent. The map is color-coded with various shades of green, yellow, and red. It includes geographical labels such as 'Tropique du Cancer', 'Equateur', and 'Seychelles'. The map is framed by a white border with a drop shadow effect.

# Review the documents

- What do you notice? 
- What suggestions do you have?
- Are there potential gaps in these documents?

A vintage map of the world, showing continents and oceans in various colors. A white rectangular box with a thin blue border is centered on the map, containing text. The map includes labels like 'Tropique du Cancer', 'Equateur', and 'PACIFIC'.

# Student Satisfaction Survey



Review the exit survey questions.

What other information would you like to know?



# Table Reflections



What data would you suggest we review in the future?



Check your email &  
vote for a date!

Fall Data Day 2026



		2023-2024					2024-2025					2025-2026		
		TestsTaken	Passed	Pass%	GPAQ	GPAQ%	TestsTaken	Passed	Pass%	GPAQ	GPAQ%	TestsTaken	Passed	Pass%
<b>ECH Elem: Pre-K - 4</b>														
8006	Module 1	101	70	69.31%	12	11.88%	68	48	70.59%	6	8.82%	37	22	59.46%
8007	Module 2	94	69	73.40%	8	8.51%	77	57	74.03%	3	3.90%	26	20	76.92%
8008	Module 3	97	67	69.07%	12	12.37%	79	48	60.76%	14	17.72%	22	12	54.55%
<b>Special Ed</b>														
5355/5354	Special Education	23	23	100.00%			19	19	100.00%			7	7	100.00%
<b>Mid Level/Elementary: Gr 4 - 8</b>														
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5134	Art	2	1	50.00%			7	6	85.71%	1	14.29%	3	3	100.00%
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5412	Ed Leadership	1	1	100.00%			1	1	100.00%					
6990	SLLA	14	14	100.00%			17	16	94.12%			4	3	75.00%
6991	Superintendent	10	10	100.00%			3	3	100.00%			2	2	100.00%
		<b>426</b>	<b>313</b>	<b>73.47%</b>	<b>37</b>	<b>8.69%</b>	<b>387</b>	<b>268</b>	<b>69.25%</b>	<b>31</b>	<b>8.01%</b>	<b>152</b>	<b>109</b>	<b>71.71%</b>

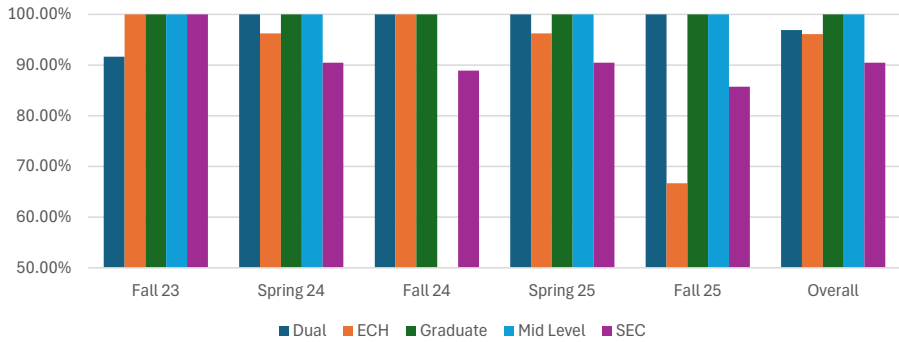
Overall Satisfaction by Program

	Fall 23	Spring 24	Fall 24	Spring 25	Fall 25	Overall
Dual	91.67%	100.00%	100.00%	100.00%	100.00%	96.92%
ECH	100.00%	96.23%	100.00%	96.23%	66.67%	96.09%
Graduate	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Mid Level	100.00%	100.00%		100.00%	100.00%	100.00%
SEC	100.00%	90.48%	88.89%	90.48%	85.71%	90.48%

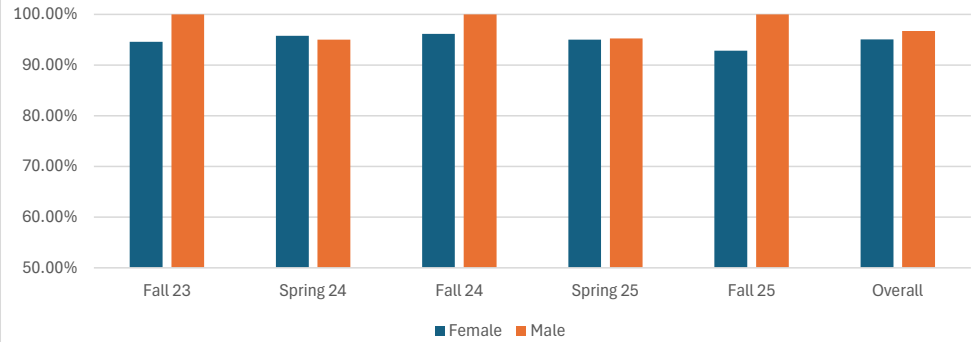
Overall Satisfaction by Gender

	Fall 23	Spring 24	Fall 24	Spring 25	Fall 25	Overall
Female	94.59%	95.77%	96.15%	95.00%	92.86%	95.05%
Male	100.00%	95.00%	100.00%	95.24%	100.00%	96.72%

Overall Satisfaction by Program



Overall Satisfaction by Gender



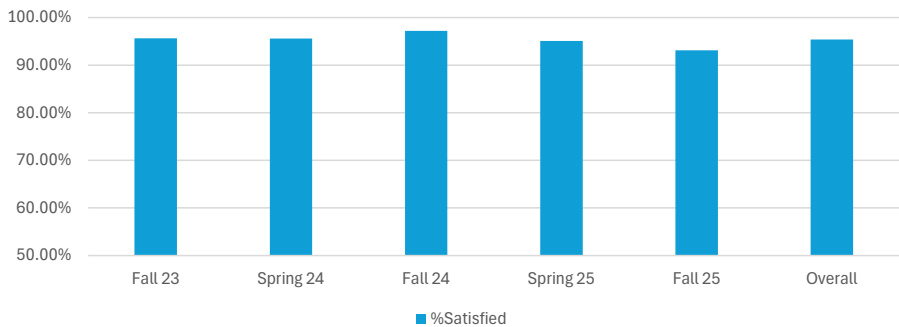
Overall Satisfaction By Term

	Fall 23	Spring 24	Fall 24	Spring 25	Fall 25	Overall
Total	46	91	36	81	29	283
Satisfied	44	87	35	77	27	270
Not Satisfied	2	4	1	4	2	13
%Satisfied	95.65%	95.60%	97.22%	95.06%	93.10%	95.41%
% Not Satisfied	4.35%	4.40%	2.78%	4.94%	6.90%	4.59%

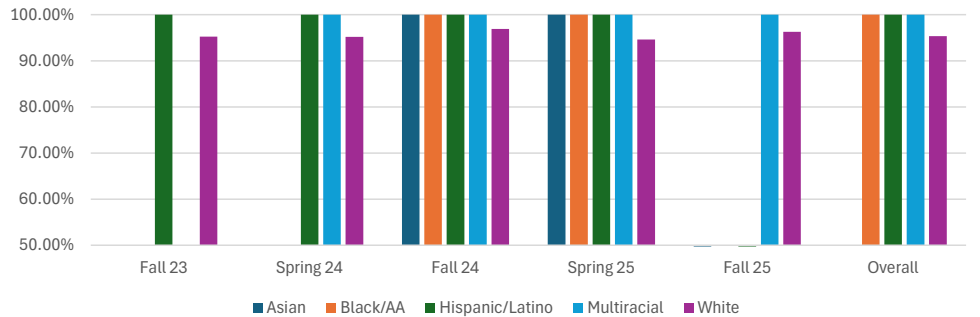
Overall Satisfaction by Ethnicity

	Fall 23	Spring 24	Fall 24	Spring 25	Fall 25	Overall
Asian			100.00%	100.00%	0.00%	50.00%
Black/AA			100.00%	100.00%		100.00%
Hispanic/Latino	100.00%	100.00%	100.00%	100.00%	%	100.00%
Multiracial		100.00%	100.00%	100.00%	100.00%	100.00%
White	95.24%	95.18%	96.88%	94.59%	96.30%	95.35%

Overall Satisfaction by Term



Overall Satisfaction by Ethnicity



Mid Cooperating Teacher

	Fall 23	Spring 24	Fall 24	Spring 25	Fall 25
ECH	2.43	2.07	2.21	2.13	2.00
Graduate	1.38	2.18	2.25	3.00	2.25
Mid Lvl		2.33		2.25	2.44
SEC	2.21	1.78	2.25	1.77	2.25
Dual	2.29	2.29	2.71	1.25	2.73

Final Cooperating Teacher

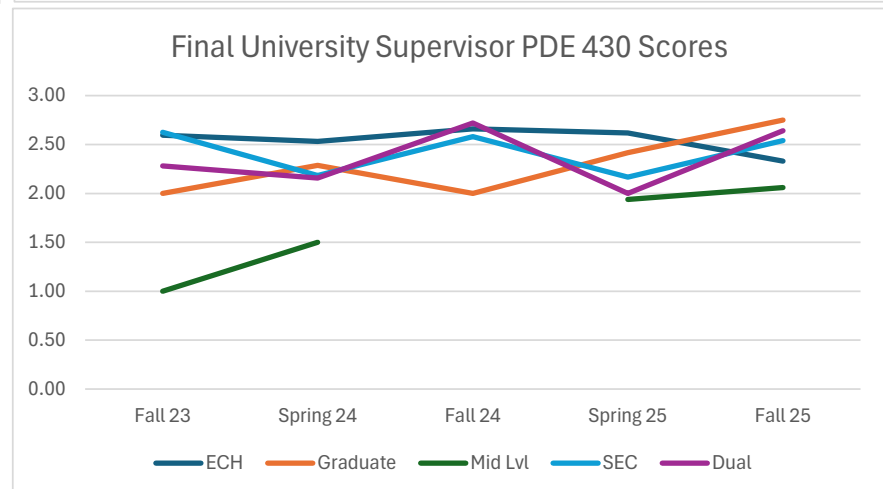
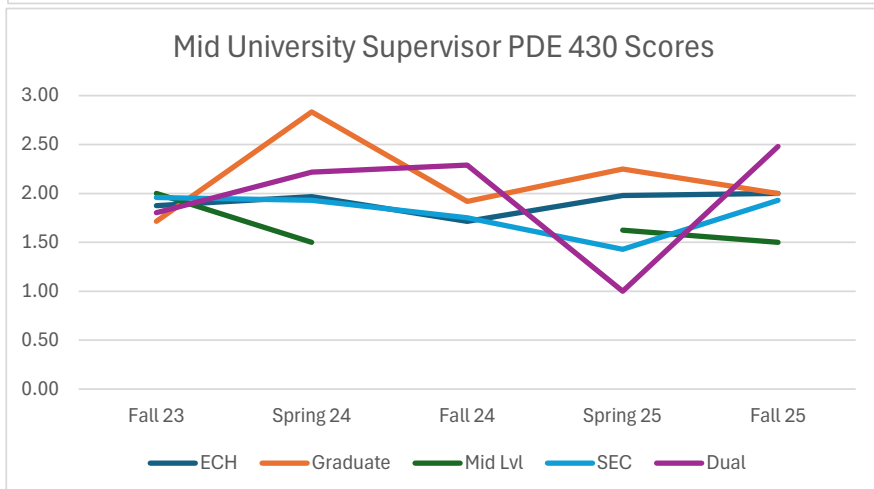
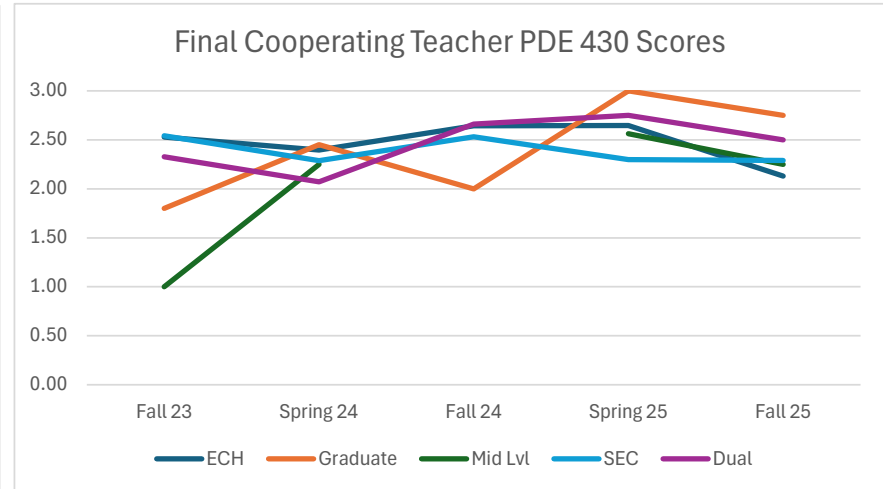
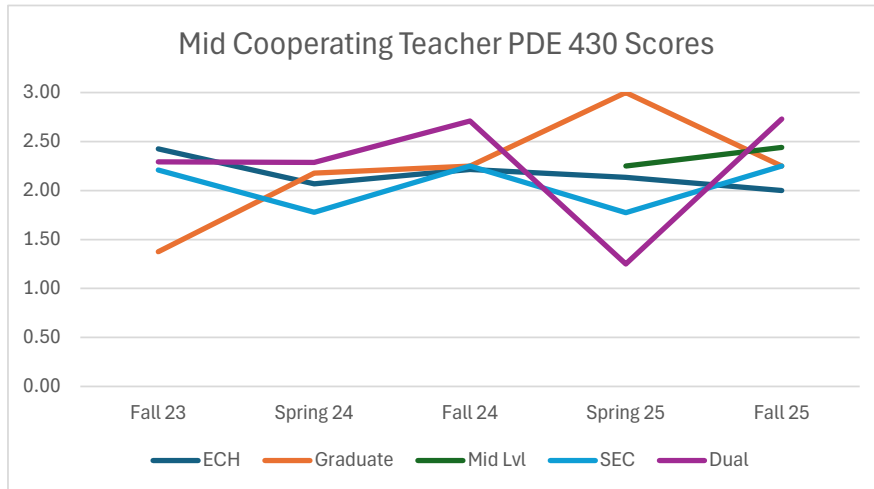
	Fall 23	Spring 24	Fall 24	Spring 25	Fall 25
ECH	2.53	2.40	2.64	2.65	2.13
Graduate	1.80	2.45	2.00	3.00	2.75
Mid Lvl	1.00	2.25		2.56	2.25
SEC	2.54	2.29	2.53	2.30	2.29
Dual	2.33	2.07	2.66	2.75	2.50

Mid Univerity Supervisor

	Fall 23	Spring 24	Fall 24	Spring 25	Fall 25
ECH	1.88	1.97	1.71	1.98	2.00
Graduate	1.71	2.83	1.92	2.25	2.00
Mid Lvl	2.00	1.50		1.63	1.50
SEC	1.96	1.93	1.75	1.43	1.93
Dual	1.80	2.22	2.29	1.00	2.48

Final Univerity Supervisor

	Fall 23	Spring 24	Fall 24	Spring 25	Fall 25
ECH	2.60	2.53	2.66	2.62	2.33
Graduate	2.00	2.29	2.00	2.42	2.75
Mid Lvl	1.00	1.50		1.94	2.06
SEC	2.63	2.18	2.58	2.17	2.54
Dual	2.28	2.16	2.72	2.00	2.64

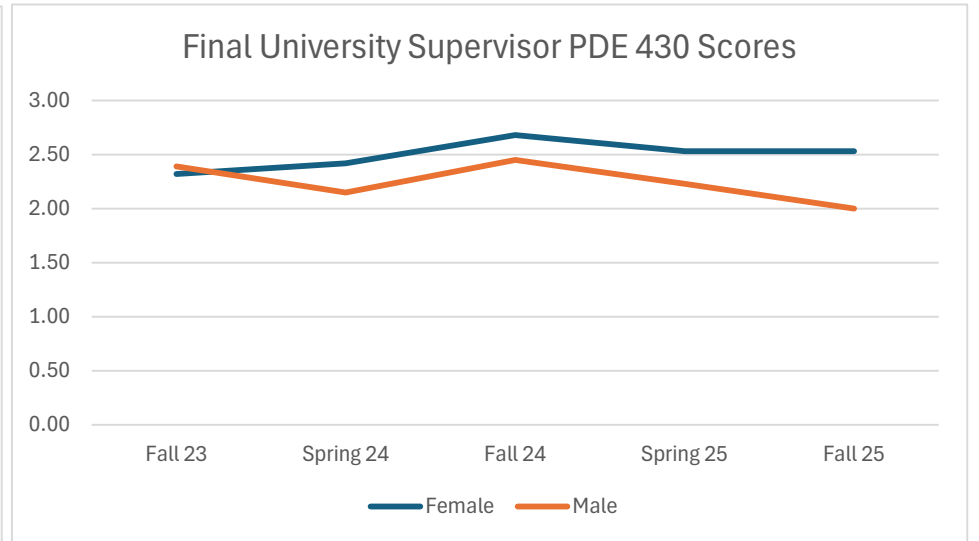
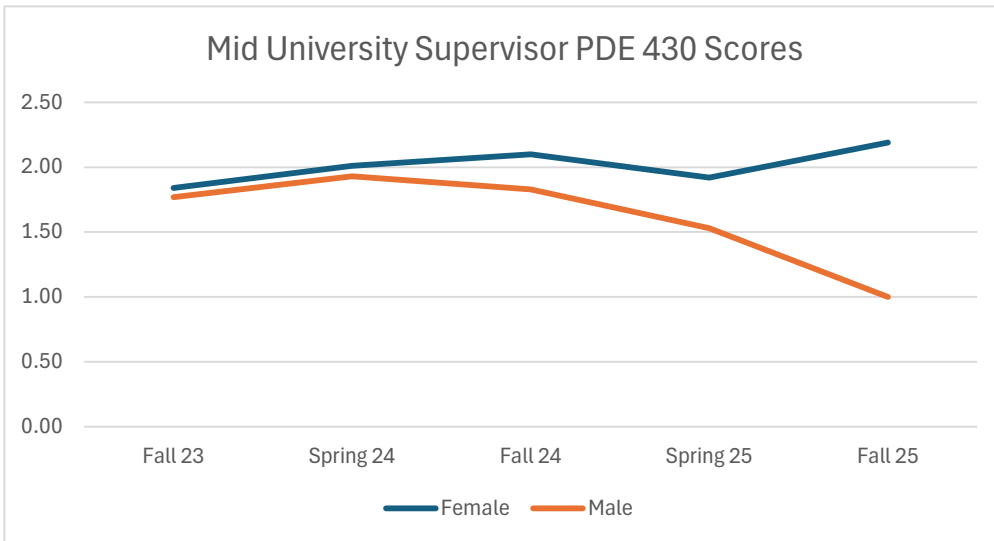
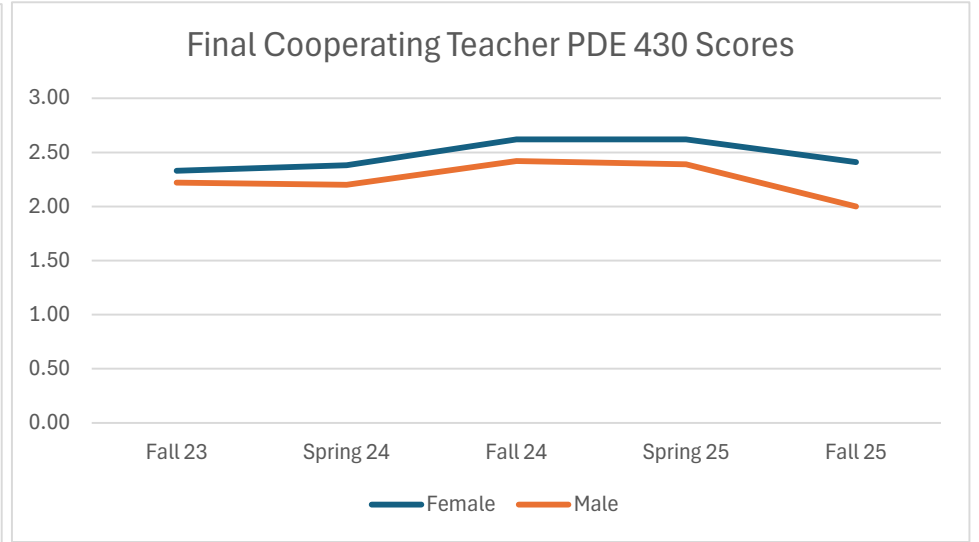
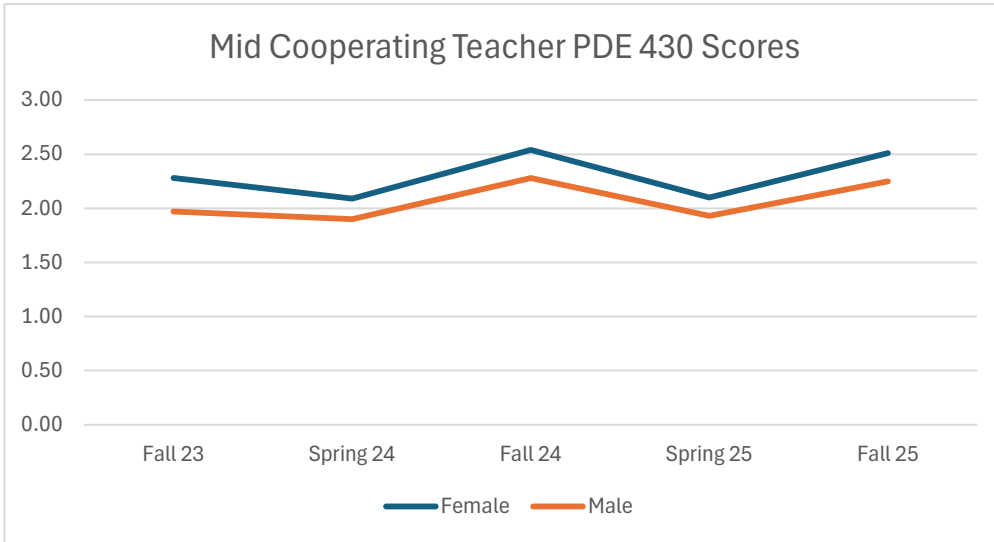


		Mid Cooperating Teacher				
		Fall 23	Spring 24	Fall 24	Spring 25	Fall 25
Female		2.28	2.09	2.54	2.10	2.51
Male		1.97	1.90	2.28	1.93	2.25

		Final Cooperating Teacher				
		Fall 23	Spring 24	Fall 24	Spring 25	Fall 25
Female		2.33	2.38	2.62	2.62	2.41
Male		2.22	2.20	2.42	2.39	2.00

		Mid University Supervisor				
		Fall 23	Spring 24	Fall 24	Spring 25	Fall 25
Female		1.84	2.01	2.10	1.92	2.19
Male		1.77	1.93	1.83	1.53	1.00

		Final University Supervisor				
		Fall 23	Spring 24	Fall 24	Spring 25	Fall 25
Female		2.32	2.42	2.68	2.53	2.53
Male		2.39	2.15	2.45	2.23	2.00

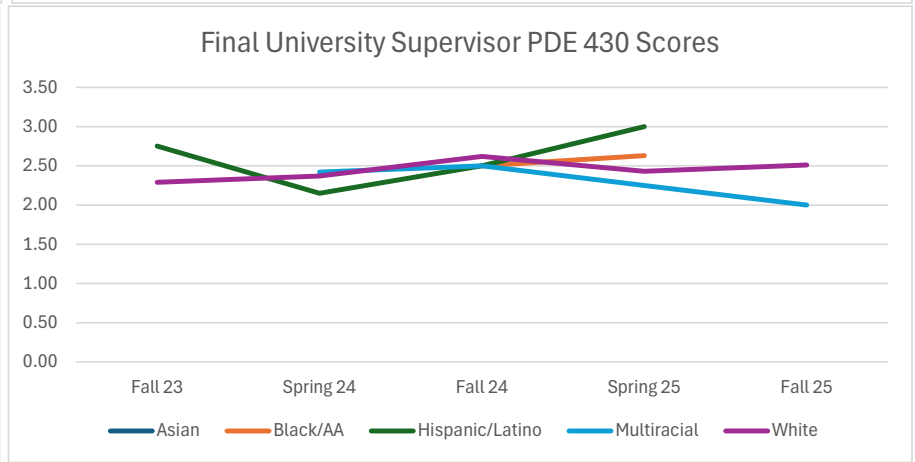
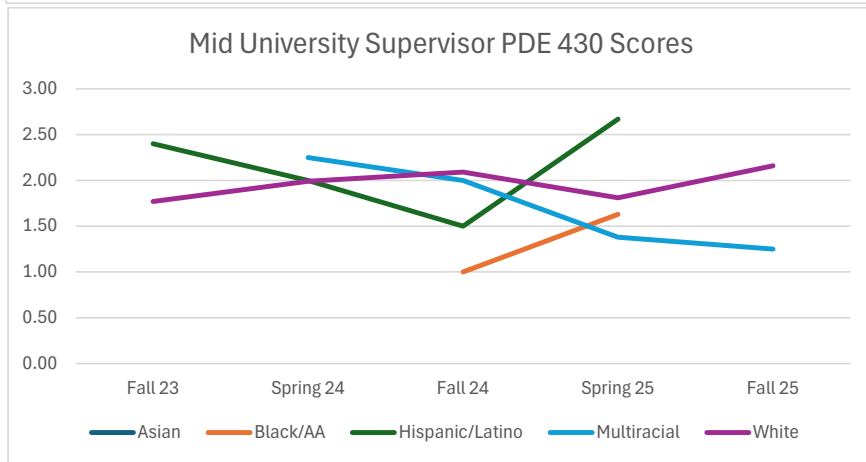
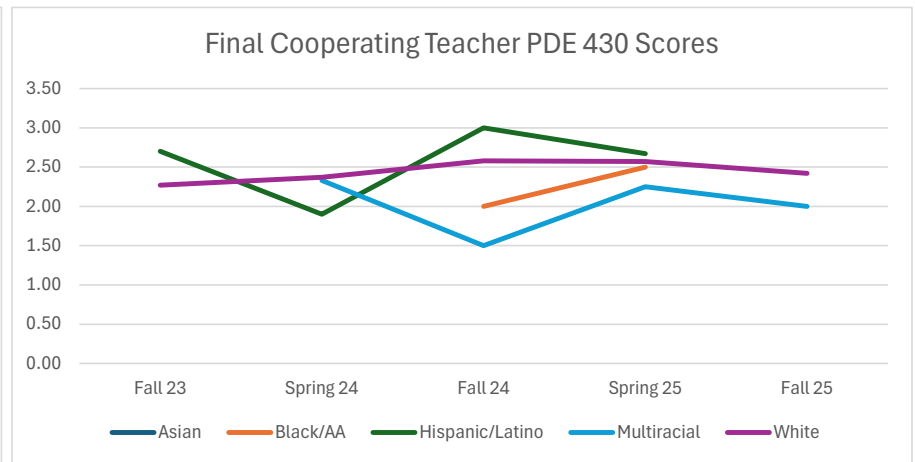
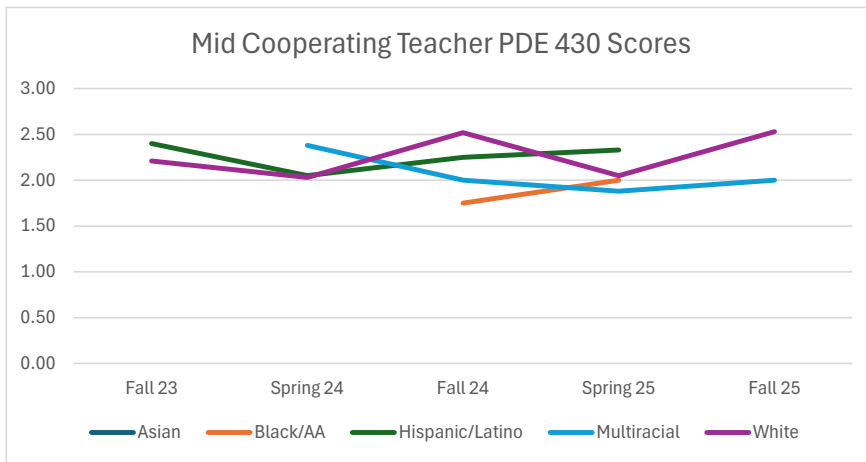


Mid Cooperating Teacher					
	Fall 23	Spring 24	Fall 24	Spring 25	Fall 25
Asian			2.50		2.25
Black/AA			1.75	2.00	
Hispanic/Latino	2.40	2.05	2.25	2.33	
Multiracial		2.38	2.00	1.88	2.00
White	2.21	2.03	2.52	2.05	2.53

Final Cooperating Teacher					
	Fall 23	Spring 24	Fall 24	Spring 25	Fall 25
Asian			3.00		2.25
Black/AA			2.00	2.50	
Hispanic/Latino	2.70	1.90	3.00	2.67	
Multiracial		2.33	1.50	2.25	2.00
White	2.27	2.37	2.58	2.57	2.42

Mid University Supervisor					
	Fall 23	Spring 24	Fall 24	Spring 25	Fall 25
Asian			2.00		2.25
Black/AA			1.00	1.63	
Hispanic/Latino	2.40	2.00	1.50	2.67	
Multiracial		2.25	2.00	1.38	1.25
White	1.77	1.99	2.09	1.81	2.16

Final University Supervisor					
	Fall 23	Spring 24	Fall 24	Spring 25	Fall 25
Asian			3.00		2.25
Black/AA			2.50	2.63	
Hispanic/Latino	2.75	2.15	2.50	3.00	
Multiracial		2.42	2.50	2.25	2.00
White	2.29	2.37	2.62	2.43	2.51



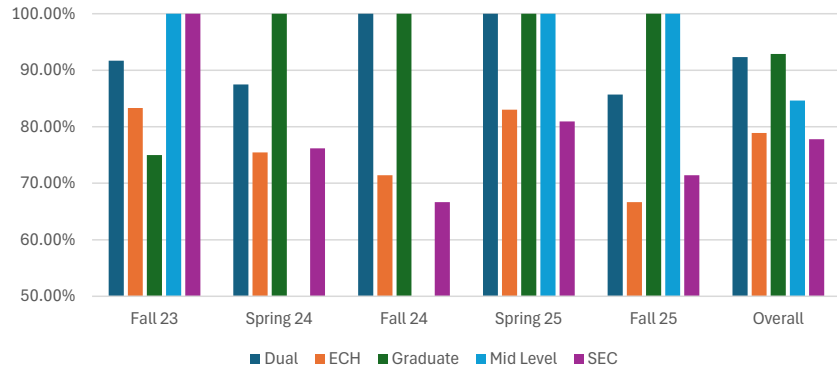
Overall Recommendation by Program

	Fall 23	Spring 24	Fall 24	Spring 25	Fall 25	Overall
Dual	91.67%	87.50%	100.00%	100.00%	85.71%	92.31%
ECH	83.33%	75.47%	71.43%	83.02%	66.67%	78.91%
Graduate	75.00%	100.00%	100.00%	100.00%	100.00%	92.86%
Mid Level	100.00%	50.00%		100.00%	100.00%	84.62%
SEC	100.00%	76.19%	66.67%	80.95%	71.43%	77.78%

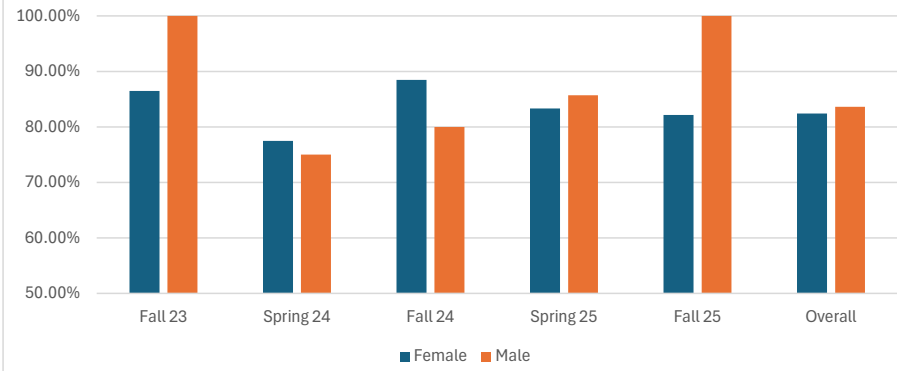
Overall Recommendation by Gender

	Fall 23	Spring 24	Fall 24	Spring 25	Fall 25	Overall
Female	86.49%	77.46%	88.46%	83.33%	82.14%	82.43%
Male	100.00%	75.00%	80.00%	85.71%	100.00%	83.61%

Overall Recommendation by Program



Overall Recommendation by Gender



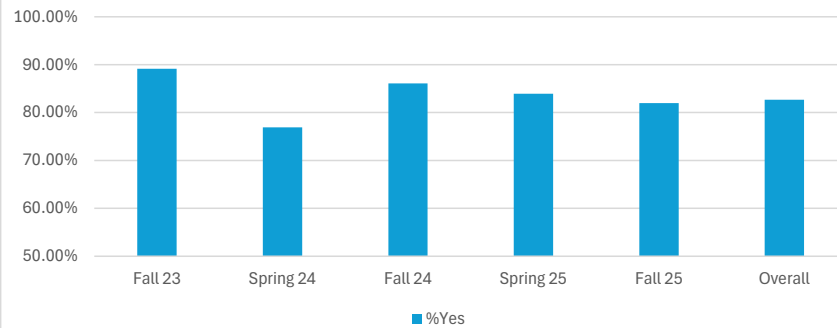
Overall Recommendation By Term

	Fall 23	Spring 24	Fall 24	Spring 25	Fall 25	Overall
Total	46	91	36	81	29	283
Yes	41	70	31	68	24	234
No	5	21	5	13	5	49
%Yes	89.13%	76.92%	86.11%	83.95%	82.00%	82.69%
%No	10.87%	23.08%	13.89%	16.05%	17.24%	17.31%

Overall Recommendation by Ethnicity

	Fall 23	Spring 24	Fall 24	Spring 25	Fall 25	Overall
Asian			0.00%		100.00%	50.00%
Black/AA			100.00%	100.00%		100.00%
Hispanic/Latino	100.00%	40.00%	0.00%	100.00%		69.23%
Multiracial		66.67%	100.00%	100.00%	100.00%	85.71%
White	88.10%	79.52%	90.63%	82.43%	81.48%	83.33%

Overall Recommendation by Term



Overall Recommendation by Ethnicity

