





- Welcome & Purpose for Data Day
- Today's Goals
- Stakeholder Discussions
- Break

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- ☐ Faculty Discussions- Impact on Student Learning
- Closing & Next Steps

Standard 1.4 Profess. Respons. Standard 2.1 Partner for Clinical Standard 4 Program Impact Standard 5.1 Quality

Assurance

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
- ➤ What brought you joy this week?

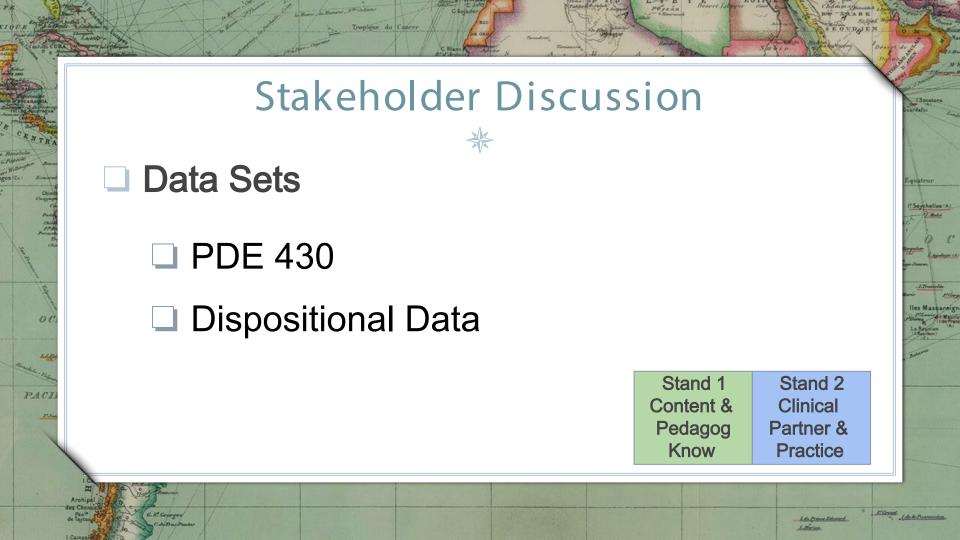
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Joy comes to us in ordinary moments. We risk missing out when we get too busy chasing down the extraordinary.

Brené Broun

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Elicand Lide in Procession



### The PDE 430

- Category I: Planning and Preparation
  - → Thorough content pedagogical and 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 : Instructional Delivery
  - → Engaging instruction through strategies
  - → Effective content and pedagogical knowledge
- > Category IV: Professionalism
  - the classroom

Criteria for Rating The candidate consistently The candidate usually and The candidate sometimes The candidate rarely or never extensively demonstrates and inappropriately or and thoroughly and adequately superficially demonstrates demonstrates indicators of indicators of performance. demonstrates indicators of indicators of performance Performance Evaluation **CATEGORY I: Planning & Preparation** Exemplary (3) Superior (2) Satisfactory (1) Unsatisfactory (0) Justification for Rating (Be specific & give examples) varied → Demonstrates professionalism in and beyond Harmed Like in Processed Ldn Prince Edmard Exhibits professional qualities J. Marien

Student/Candidate Information

Exemplary

Last Name:

District/IU:

Category

Subject(s) Taught

**Rating Scale** 

Shippensburg University's Evaluation Form

for Student Professional Knowledge and Practice

aligned to the PDE-430 Form

First Name:

\*If Dual Major List Both: School:

Grade Level:

Mid 🔲

Final

Term/Year:

Unsatisfactory

Conference Date:

Satisfactory

### PDE 430: Trend Data



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- 3 Exemplary
- 2 Superior
- 1 Satisfactory
- 0 Unsatisfactory

AY 2023-2024				Uni	veristy	Superv	isor					Cod	perati	ng Teac	her		
		Categ	ory 1	Categ	ory 2	Categ	ory 3	Categ	gory 4	Categ	ory 1	Categ	ory 2	Categ	ory 3	Categ	gory 4
		Mid /	Final	Mid /	Final	Mid /	Final	Mid /	Final	Mid /	Final	Mid /	Final	Mid /	Final	Mid /	Final
Fall 2023	58																
Art/Secondary Education Certn	1	2.00	3.00	3.00	3.00	2.00	3.00	2.00	3.00	3.00	3.00	2.00	3.00	3.00	3.00	3.00	3.00
Curriculum & Instruction	1	2.00	2.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
ECH Elem: Pre-K - 4	13	1.75	2.54	1.92	2.54	1.83	2.62	2.00	2.69	2.10	2.44	2.60	2.56	2.40	2.44	2.60	2.67
History/Social Studies Certn	2	1.00	2.00	1.00	2.00	1.00	2.00	1.00	2.00	1.00	1.50	2.00	2.50	1.50	2.50	2.50	3.00
Mathematics	1	2.00	2.00	3.00	3.00	2.00	3.00	3.00	3.00	3.00	2.00	3.00	2.00	3.00	2.00	3.00	2.00
Mid Level/Elementary: Gr 4 - 8	1	2.00	1.00	2.00	1.00	2.00	1.00	2.00	1.00		1.00		1.00		1.00		1.00
Spanish/Secondary Certn	2	2.50	3.00	2.50	3.00	2.50	3.00	2.50	3.00	1.50	2.50	2.50	3.00	1.50	2.50	2.50	3.00
Special Ed & ECH Ed	31	1.86	2.16	1.76	2.19	1.69	2.16	1.90	2.61	2.25	2.28	2.33	2.34	2.13	2.24	2.46	2.45
Special Ed/Comp Sp Ed Conc	2	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00								
STEM Education	4	1.75	2.25	1.50	2.00	1.50	1.75	2.00	2.50	1.33	2.00	1.33	2.00	1.33	2.00	2.00	2.00
Spring 2024	94																
Biology/Secondary Ed Certn	1	1.00	3.00	2.00	2.00	1.00	2.00	1.00	3.00	2.00	2.00	1.00	2.00	2.00	2.00	1.00	2.00
Chemistry/Secondary Certn	1	2.00	3.00	2.00	2.00	2.00	3.00	1.00	3.00	1.00	2.00	2.00	3.00	1.00	2.00	2.00	3.00
ECH Elem: Pre-K - 4	53	1.94	2.49	1.87	2.47	1.87	2.51	2.19	2.66	2.07	2.44	2.05	2.35	2.00	2.33	2.16	2.46
English/Secondary Certn	5	2.00	2.00	2.00	2.20	2.00	2.80	2.00	2.60	2.00	2.25	2.00	2.00	1.75	2.75	2.00	2.75
History/Social Studies Certn	14	2.00	1.93	2.00	2.00	2.00	2.00	2.00	2.00	1.73	2.31	1.55	2.15	1.55	2.23	2.18	2.31
Mathematics	1	2.00	3.00	3.00	3.00	2.00	3.00	3.00	3.00	2.00	2.00	2.00	2.00	2.00	3.00	2.00	2.00
Mid Level/Elementary: Gr 4 - 8	4	1.00	1.25	1.75	1.50	1.25	1.25	2.00	2.00	2.33	2.50	2.67	2.00	2.00	2.00	2.33	2.50
Special Ed & ECH Ed	8	2.25	2.00	2.25	2.00	2.13	2.25	2.25	2.38	2.14	2.14	2.14	2.00	2.29	2.00	2.57	2.14
Special Ed/Comp Sp Ed Conc	7	3.00	2.29	3.00	2.43	3.00	2.29	2.33	2.14	2.43	2.60	2.43	2.60	1.86	2.40	2.00	2.20

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### PDE 430: Results By Program



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## SHIPPENSBURG UNIVERSITY PDE 430 - MID/FINAL AVERAGE SCORES BY PROGRAM

- 3 Exemplary
- 2 Superior
- 1 Satisfactory
- 0 Unsatisfactory

AY 2024-2025				Uni	veristy	Superv	isor					Cod	operati	ng Teac	her		
		Categ	gory 1	Categ	gory 2	Categ	ory 3	Categ	gory 4	Categ	gory 1	Categ	gory 2	Categ	gory 3	Categ	gory 4
		Mid /	' Final	Mid /	Final	Mid /	Final	Mid /	' Final	Mid /	' Final	Mid /	' Final	Mid /	' Final	Mid /	Final
Fall 2024	38																
Art/Secondary Education Certn	3	2.00	2.67	2.33	3.00	2.33	2.67	2.00	2.67	2.33	2.33	2.33	2.67	2.67	2.33	2.67	2.33
Biology/Secondary Ed Certn	2	1.00	3.00	3.00	3.00	1.00	3.00	3.00	3.00	2.00	3.00	3.00	3.00	2.00	3.00	3.00	3.00
ECH Elem: Pre-K - 4	8	1.71	2.75	1.57	2.63	1.57	2.50	2.00	2.75	2.14	2.71	2.29	2.86	2.00	2.43	2.43	2.57
Graduate Non-Degree	1	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	3.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
History/Social Studies Certn	3	1.00	2.00	1.00	2.00	1.00	2.00	1.00	2.33	1.33	2.00	1.67	2.33	1.33	2.00	2.33	2.67
Mathematics	1	2.00	2.00	3.00	3.00	3.00	3.00	2.00	3.00	3.00	3.00	2.00	3.00	3.00	2.00	3.00	3.00
Special Ed & ECH Ed	18	2.11	2.72	2.28	2.72	1.94	2.50	2.83	2.94	2.78	2.63	2.61	2.63	2.50	2.44	2.94	2.94
Special Ed/Comp Sp Ed Conc	2	1.50	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.50	2.00	2.50	2.00

### PDE 430: Results By Gender





## SHIPPENSBURG UNIVERSITY PDE 430 - MID/FINAL AVERAGE SCORES BY GENDER

3 - Exemplary

2 - Superior

1 - Satisfactory

0 - Unsatisfactory

AY 2024-2025				Uni	veristy	Superv	isor					Cod	operatii	ng Teac	her		
		Categ Mid /	,	Categ Mid /	gory 2	Categ Mid /	,		gory 4 ' Final	Categ	,	Categ Mid /	gory 2	Categ Mid /	,	Categ Mid /	gory 4
Fall 2024	38	Wild 7	imai	iviia /	illiai	iviia ,	Tillai	Wild /	illiai	Wildy	Tillai	iviid /	Tillai	iviid )	Tillai	iviiu /	Tillai
Female	28	1.96	2.75	2.07	2.68	1.85	2.46	2.52	2.82	2.56	2.65	2.44	2.62	2.37	2.46	2.78	2.73
Male	10	1.50	2.20	2.10	2.50	1.70	2.50	2.00	2.60	2.10	2.22	2.30	2.67	2.10	2.11	2.60	2.67

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## **Dispositional Data**

	NAL DISPOSITIO SUPERVISORS	NS				nt Teachers sity Supervisor	responses
	Total	Art	Biology	ECH Elem	History/SS	SpEd/ECH	SpEd (GR)
	42	3	2	2	3	29	3
Category I: Professional Learning & Ethical P	ractice						
Target Plus One	18	3	1			12	2
Target	23		1	2	3	16	1
Developing	1					1	
Unsatisfactory							
Category II: Critical Thinking & Reflective Pra	actice						
Target Plus One	17	3	1	1		10	2
Target	23	1		1	3	17	1
Developing	2					2	
Unsatisfactory							
Category III: Leadership, Interaction & Collal	ooration						
Target Plus One	6	2	1			2	1
Target	36	1	1	2	3	27	2
Developing							
Unsatisfactory							
Category IV: Stewardship for Diversity							
Target Plus One	9	3	2			2	2
Target	33			2	3	27	1
Developing							
Unsatisfactory							

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**DOMAIN 4:** Professional Responsibilities

#### **COMPONENT 4A:**

#### Reflecting on Teaching

The teacher utilizes self-reflection and input from the educational community to assess teaching effectiveness in order to inform future practice.

### p. 21-26

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#### Distinguished

- The teacher makes a thoughtful and accurate assessment of the extent to which lessons have achieved instructional outcomes for all students, citing many specific examples from the lesson and weighing the relative strengths of each one.
- The teacher utilizes multiple sources of information to determine revisions to instructional practice.
- The teacher draws upon an extensive repertoire of skills, offering specific alternative actions and interventions, complete with the probable success of different courses of action.

#### Proficient

- The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which instructional outcomes were met and can cite general references to support the judgment.
- The teacher utilizes at least one external source of information to augment self-reflection in determining revisions to instructional practice.
- The teacher makes a few specific suggestions as to how a lesson could be improved.

#### Discussion Prompts:

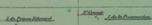
- How do you self-assess the effectiveness of planned instructional activities?
- Describe the process you use to improve upon lessons.

#### Evidence of Practice:

- Lesson reflections
- Peer review and observation of instructional strategies







Team

Table Participants:

Data

What data are you reviewing?

**Notice** 

First Look

Wonder

Impact on My Work

Kemp L<sup>d</sup> + Kemp 1833

#### 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.

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#### DOMAIN 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
  - Content knowledge Prerequisite relationships Content pedagogy
- 1b Demonstrating Knowledge of Students
  - Child development Learning process Special needs
  - · Student skills, knowledge, and proficiency
  - · Interests and cultural heritage

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- 1c Setting Instructional Outcomes
  - Value, sequence, and alignment Clarity Balance
  - Suitability for diverse learners
- 1d Demonstrating Knowledge of Resources
  - For classroom To extend content knowledge For students
- 1e Designing Coherent Instruction
  - Learning activities Instructional materials and resources
     Instructional groups Lesson and unit structure
- 1f Designing Student Assessments
  - · Congruence with outcomes · Criteria and standards
  - Formative assessments Use for planning

#### **DOMAIN 4: Professional Responsibilities**

- 4a Reflecting on Teaching
  - Accuracy Use in future teaching
- 4b Maintaining Accurate Records
  - Student completion of assignments
- Student progress in learning Non-instructional records
- 4c Communicating with Families
  - About instructional program About individual students
  - Engagement of families in instructional program
- 4d Participating in a Professional Community
  - Relationships with colleagues Participation in school projects
  - Involvement in culture of professional inquiry Service to school
- 4e Growing and Developing Professionally
  - Enhancement of content knowledge and pedagogical skill
     Receptivity to feedback from colleagues Service to the profession.
- 4f Showing Professionalism
  - Integrity/ethical conduct Service to students Advocacy

#### DOMAIN 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
  - Importance of content Expectations for learning and achievement
  - Student pride in work
- 2c Managing Classroom Procedures
  - Instructional groups Transitions
  - Materials and supplies Non-instructional duties
  - Supervision of volunteers and paraprofessionals
- 2d Managing Student Behavior
  - Expectations Monitoring behavior Response to misbehavior
- 2e Organizing Physical Space
  - Safety and accessibility Arrangement of furniture and resources

#### **DOMAIN 3: Instruction**

- 3a Communicating With Students
  - Expectations for learning Directions and procedures
  - Explanations of content Use of oral and written language
- 3b Using Questioning and Discussion Techniques
  - Quality of questions Discussion techniques Student participation
- 3c Engaging Students in Learning
  - Activities and assignments
     Student groups
  - Instructional materials and resources Structure and pacing
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

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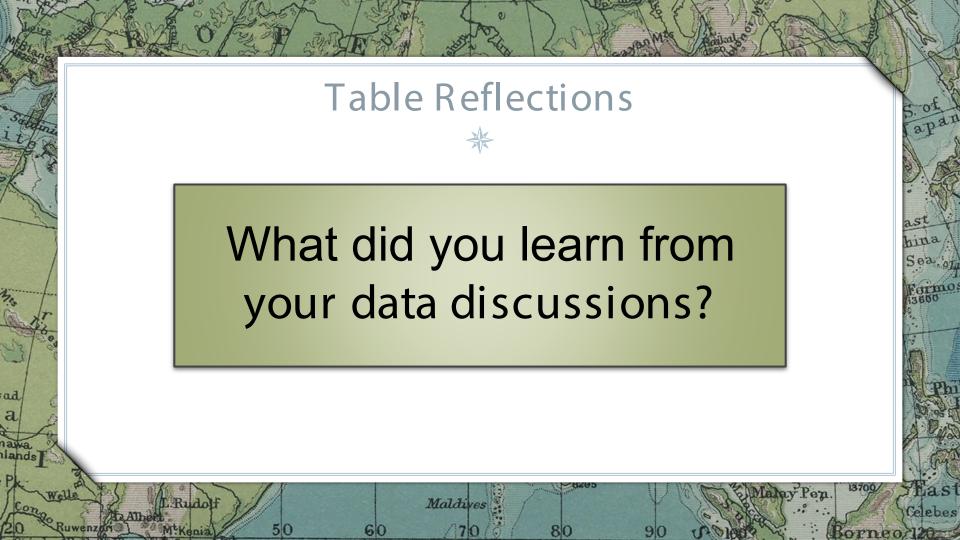
## From your perspective,



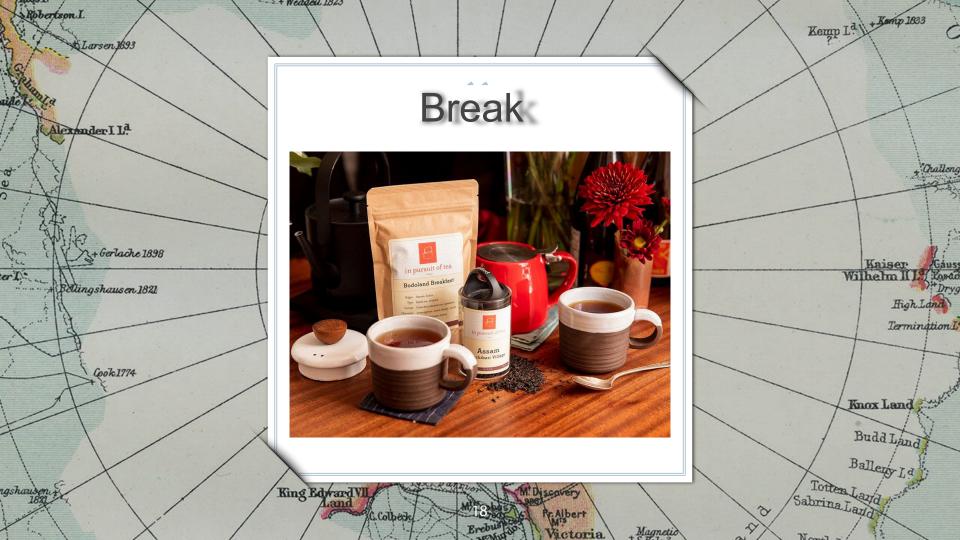
- District partners, what components of the Danielson Framework are new teachers struggling with?
- Faculty, which components would benefit your students?
- Students, on what components would you suggest the college focus?

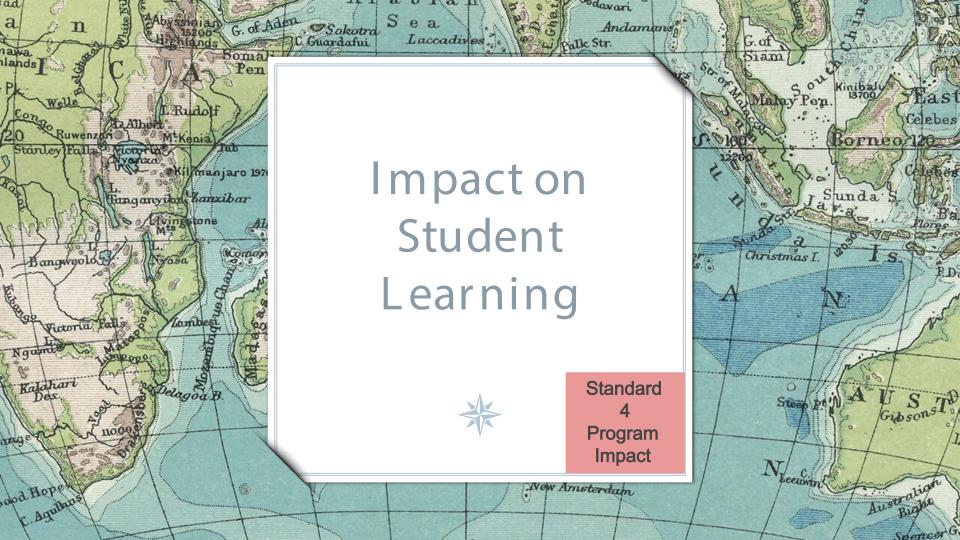
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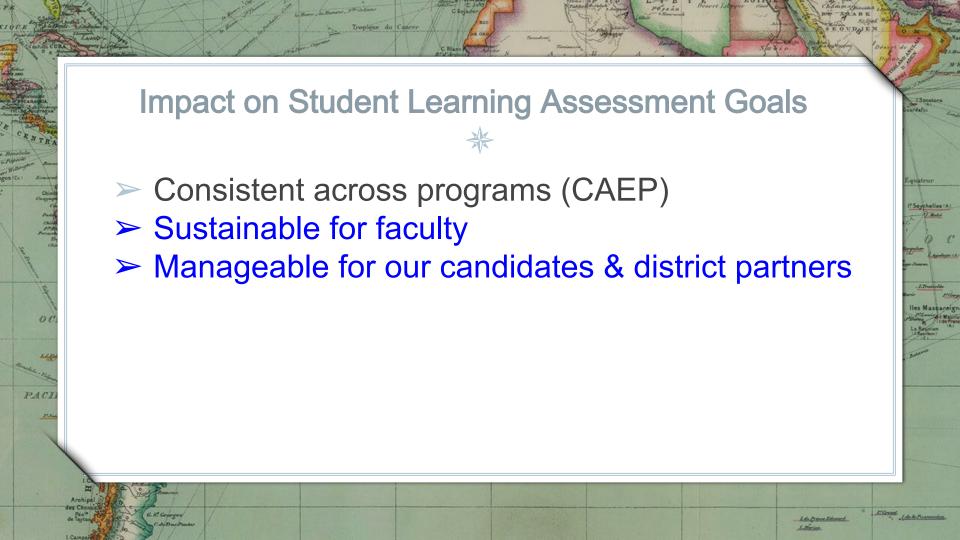
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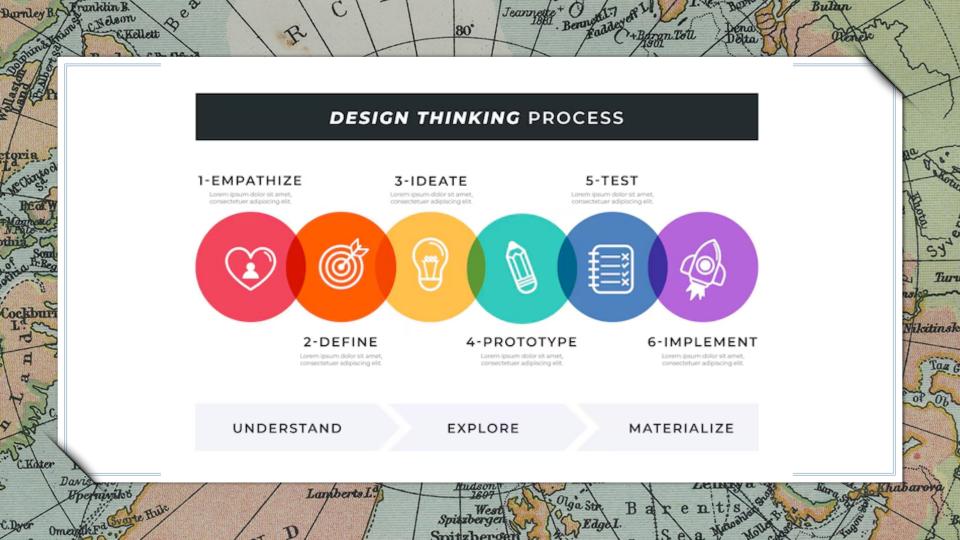


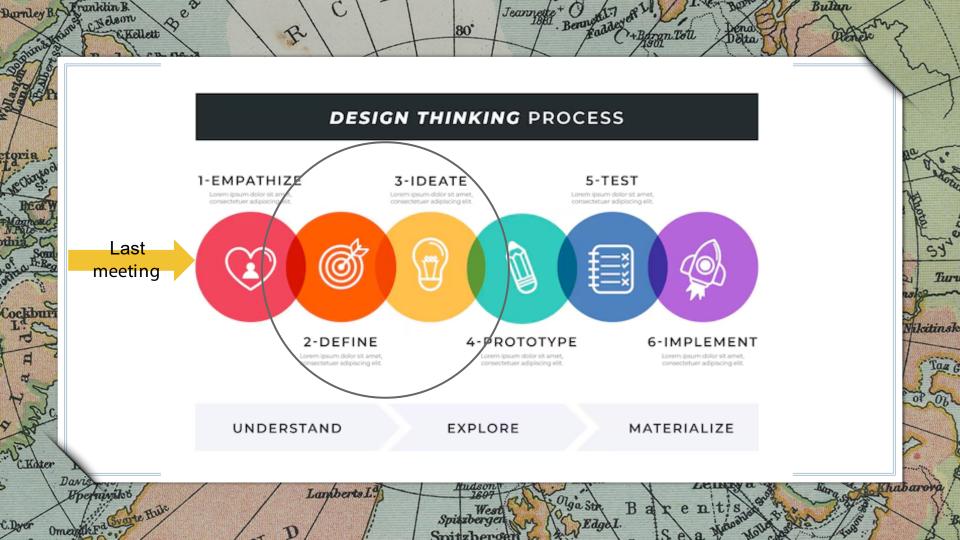












### Standards

#### Impact on P-12 Student Learning and Development

4.1 The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

#### **Indicators of Teaching Effectiveness**

4.2 The provider demonstrates, through structured and validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

#### Satisfaction of Employers

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4.3 The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

#### Satisfaction of Completers

4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

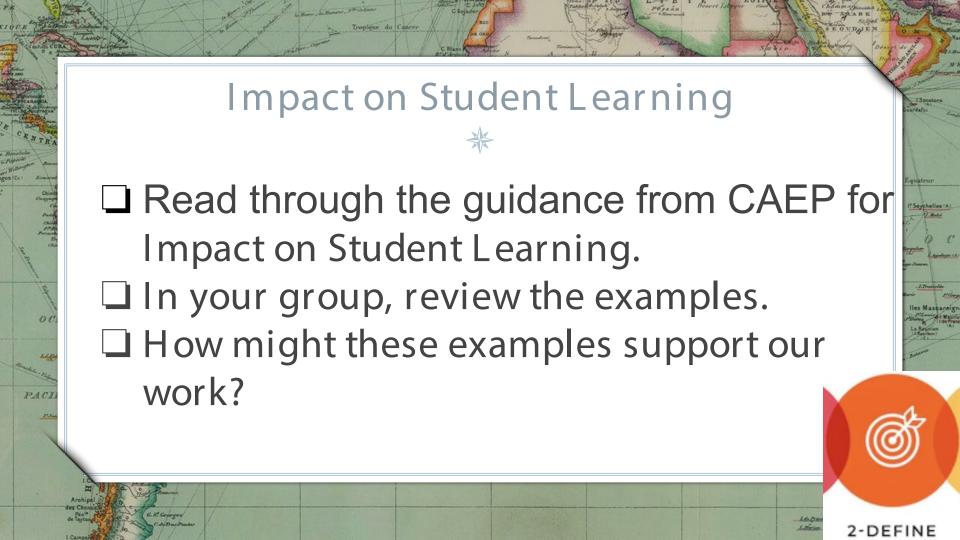
#### Satisfaction of Employers

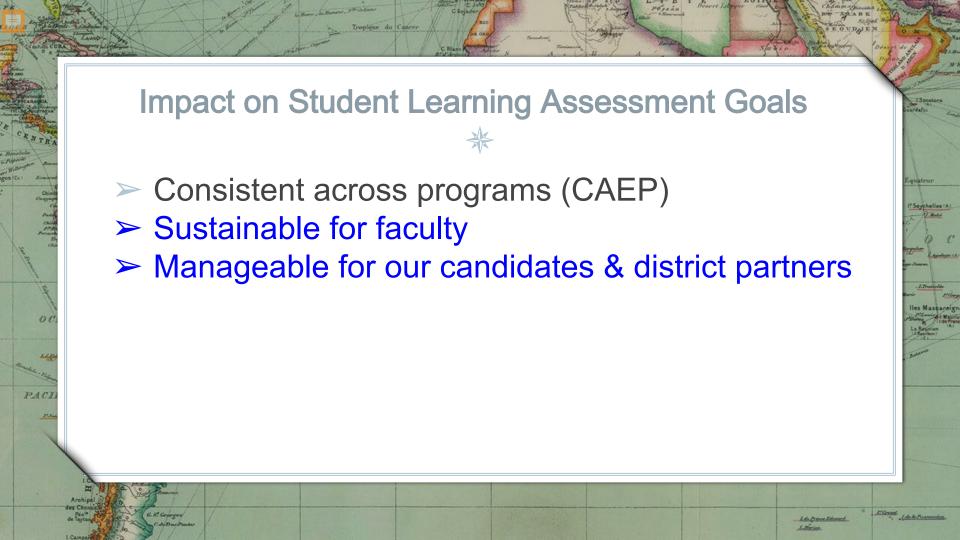
A.4.1. The provider demonstrates that employers are satisfied with completers' preparation and that completers reach employment milestones such as promotion and retention.

#### Satisfaction of Completers

A.4.2 The provider demonstrates that advanced program completers perceive their preparation as relevant to the responsibilities they confront on the job and that the preparation was effective.











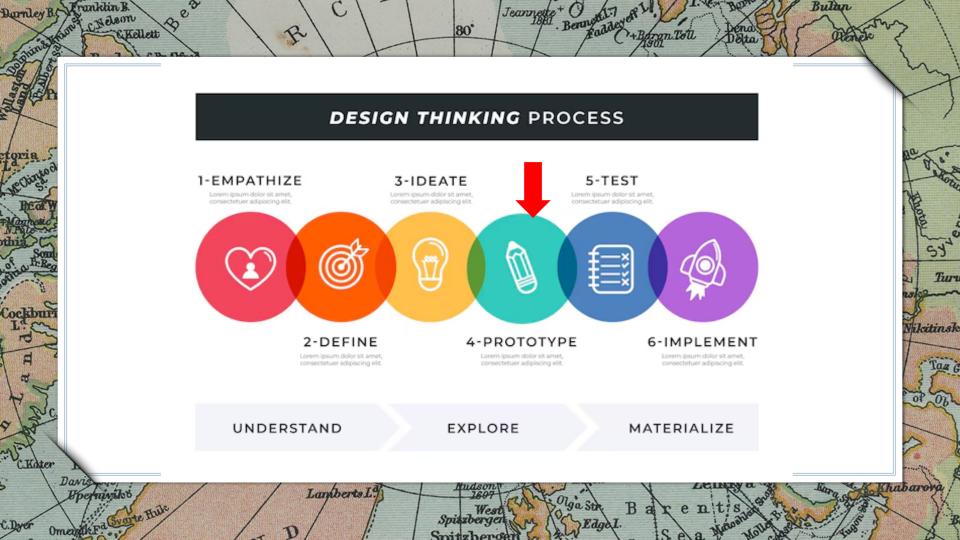
How might we measure candidate's impact on K12 student learning that meets our assessment goals?

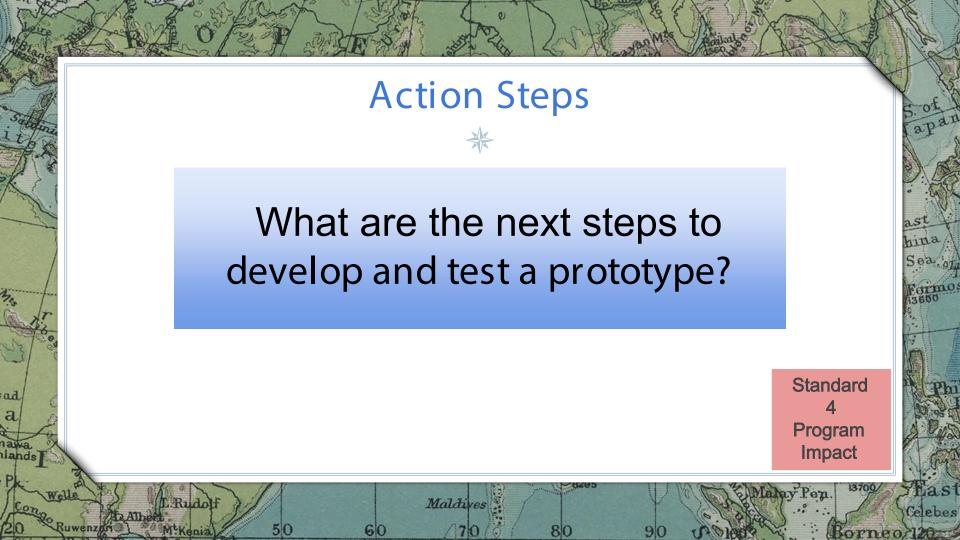
Generate as many ideas as you can in your group.















# SHIPPENSBURG UNIVERSITY PDE 430 - MID/FINAL AVERAGE SCORES BY ETHNICITY/RACE

3 - Exemplary

2 - Superior

1 - Satisfactory

AY 2023-2024				Uni	iveristy	Superv	isor					Cod	operati	ng Teac	her		
		Categ	ory 1	Cate	gory 2	Categ	ory 3	Categ	gory 4	Categ	gory 1	Categ	gory 2	Categ	ory 3	Categ	ory 4
		Mid /	Final	Mid /	/ Final	Mid /	Final	Mid /	Final	Mid /	Final	Mid /	' Final	Mid /	Final	Mid /	Final
Fall 2023	58																
Hispanic/Latino of any race	5	2.40	2.60	2.60	2.80	2.20	2.80	2.40	2.80	2.20	2.60	2.40	2.80	2.20	2.60	2.80	2.80
White	53	1.78	2.23	1.74	2.21	1.68	2.19	1.88	2.55	2.05	2.18	2.28	2.29	2.08	2.20	2.41	2.40
Spring 2024	94																
Hispanic/Latino of any race	5	2.00	2.00	2.00	2.00	2.00	2.20	2.00	2.40	2.00	1.80	2.00	1.80	2.00	2.00	2.20	2.00
Two or More Races	3	2.00	2.67	2.50	2.00	2.50	2.33	2.00	2.67	2.00	2.33	2.50	2.33	2.00	2.33	3.00	2.33
White	86	1.96	2.29	1.96	2.33	1.88	2.37	2.18	2.48	2.06	2.42	2.01	2.31	1.92	2.32	2.14	2.43



# SHIPPENSBURG UNIVERSITY PDE 430 - MID/FINAL AVERAGE SCORES BY ETHNICITY/RACE

3 - Exemplary

2 - Superior

1 - Satisfactory

AY 2024-2025				Uni	veristy	Supervi	isor					Cod	perati	ng Teac	her		
		Catego	ory 1	Categ	ory 2	Categ	ory 3	Categ	gory 4	Categ	ory 1	Categ	ory 2	Categ	ory 3	Categ	ory 4
		Mid / F	Final	Mid /	Final	Mid /	Final	Mid /	Final	Mid /	Final	Mid /	Final	Mid /	Final	Mid /	Final
Fall 2024	38																
Asian	1	1.00	3.00	3.00	3.00	1.00	3.00	3.00	3.00	2.00	3.00	3.00	3.00	2.00	3.00	3.00	3.00
Black or African American	1	1.00	2.00	1.00	3.00	1.00	3.00	1.00	2.00	2.00	2.00	2.00	3.00	2.00	2.00	1.00	1.00
Hispanic/Latino of any race	2	1.50	2.50	1.50	2.50	1.50	2.00	1.50	3.00	2.00	3.00	2.00	3.00	2.00	3.00	3.00	3.00
Two or More Races	1	2.00	3.00	2.00	2.00	2.00	2.00	2.00	3.00	2.00	2.00	1.00	1.00	2.00	1.00	3.00	2.00
White	33	1.91	2.61	2.13	2.64	1.88	2.48	2.47	2.76	2.50	2.53	2.47	2.63	2.34	2.37	2.75	2.77



# SHIPPENSBURG UNIVERSITY PDE 430 - MID/FINAL AVERAGE SCORES BY GENDER

3 - Exemplary

2 - Superior

1 - Satisfactory

AY 2023-2024			Univeristy	Supervisor			Cooperati	ng Teacher	
		Category 1	Category 2	Category 3	Category 4	Category 1	Category 2	Category 3	Category 4
		Mid / Final							
Fall 2023	58								
Female	47	1.89 2.28	1.80 2.21	1.73 2.23	1.95 2.55	2.11 2.27	2.36 2.37	2.14 2.24	2.53 2.44
Male	11	1.64 2.18	1.91 2.45	1.73 2.27	1.82 2.64	1.88 2.00	2.00 2.22	1.88 2.22	2.13 2.44
Spring 2024	94								
Female	72	1.97 2.36	1.97 2.38	1.90 2.42	2.21 2.53	2.12 2.41	2.10 2.35	1.98 2.35	2.16 2.43
Male	22	1.91 2.05	2.00 2.05	1.91 2.18	1.91 2.32	1.86 2.26	1.81 2.05	1.76 2.16	2.19 2.32



# SHIPPENSBURG UNIVERSITY PDE 430 - MID/FINAL AVERAGE SCORES BY GENDER

3 - Exemplary

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AY 2024-2025			Univeristy	Supervisor			Cooperati	ng Teacher	
		Category 1	Category 2	Category 3	Category 4	Category 1	Category 2	Category 3	Category 4
		Mid / Final							
Fall 2024	38								
Female	28	1.96 2.75	2.07 2.68	1.85 2.46	2.52 2.82	2.56 2.65	2.44 2.62	2.37 2.46	2.78 2.73
Male	10	1.50 2.20	2.10 2.50	1.70 2.50	2.00 2.60	2.10 2.22	2.30 2.67	2.10 2.11	2.60 2.67



# SHIPPENSBURG UNIVERSITY PDE 430 - MID/FINAL AVERAGE SCORES BY PROGRAM

3 - Exemplary

2 - Superior

1 - Satisfactory

AY 2023-2024				Univ	veristy	Supervi	sor					Cod	peratir	ng Teac	her		
		Categ	ory 1	Categ	ory 2	Categ	ory 3	Categ	ory 4	Categ	gory 1	Categ	ory 2	Categ	ory 3	Categ	ory 4
		Mid /	Final	Mid /	Final	Mid /	Final	Mid /	Final	Mid /	Final	Mid /	Final	Mid /	Final	Mid /	Final
Fall 2023	58																
Art/Secondary Education Certn	1	2.00	3.00	3.00	3.00	2.00	3.00	2.00	3.00	3.00	3.00	2.00	3.00	3.00	3.00	3.00	3.00
Curriculum & Instruction	1	2.00	2.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
ECH Elem: Pre-K - 4	13	1.75	2.54	1.92	2.54	1.83	2.62	2.00	2.69	2.10	2.44	2.60	2.56	2.40	2.44	2.60	2.67
History/Social Studies Certn	2	1.00	2.00	1.00	2.00	1.00	2.00	1.00	2.00	1.00	1.50	2.00	2.50	1.50	2.50	2.50	3.00
Mathematics	1	2.00	2.00	3.00	3.00	2.00	3.00	3.00	3.00	3.00	2.00	3.00	2.00	3.00	2.00	3.00	2.00
Mid Level/Elementary: Gr 4 - 8	1	2.00	1.00	2.00	1.00	2.00	1.00	2.00	1.00		1.00		1.00		1.00		1.00
Spanish/Secondary Certn	2	2.50	3.00	2.50	3.00	2.50	3.00	2.50	3.00	1.50	2.50	2.50	3.00	1.50	2.50	2.50	3.00
Special Ed & ECH Ed	31	1.86	2.16	1.76	2.19	1.69	2.16	1.90	2.61	2.25	2.28	2.33	2.34	2.13	2.24	2.46	2.45
Special Ed/Comp Sp Ed Conc	2	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00								
STEM Education	4	1.75	2.25	1.50	2.00	1.50	1.75	2.00	2.50	1.33	2.00	1.33	2.00	1.33	2.00	2.00	2.00
Spring 2024	94																
Biology/Secondary Ed Certn	1	1.00	3.00	2.00	2.00	1.00	2.00	1.00	3.00	2.00	2.00	1.00	2.00	2.00	2.00	1.00	2.00
Chemistry/Secondary Certn	1	2.00	3.00	2.00	2.00	2.00	3.00	1.00	3.00	1.00	2.00	2.00	3.00	1.00	2.00	2.00	3.00
ECH Elem: Pre-K - 4	53	1.94	2.49	1.87	2.47	1.87	2.51	2.19	2.66	2.07	2.44	2.05	2.35	2.00	2.33	2.16	2.46
English/Secondary Certn	5	2.00	2.00	2.00	2.20	2.00	2.80	2.00	2.60	2.00	2.25	2.00	2.00	1.75	2.75	2.00	2.75
History/Social Studies Certn	14	2.00	1.93	2.00	2.00	2.00	2.00	2.00	2.00	1.73	2.31	1.55	2.15	1.55	2.23	2.18	2.31
Mathematics	1	2.00	3.00	3.00	3.00	2.00	3.00	3.00	3.00	2.00	2.00	2.00	2.00	2.00	3.00	2.00	2.00
Mid Level/Elementary: Gr 4 - 8	4	1.00	1.25	1.75	1.50	1.25	1.25	2.00	2.00	2.33	2.50	2.67	2.00	2.00	2.00	2.33	2.50
Special Ed & ECH Ed	8	2.25	2.00	2.25	2.00	2.13	2.25	2.25	2.38	2.14	2.14	2.14	2.00	2.29	2.00	2.57	2.14
Special Ed/Comp Sp Ed Conc	7	3.00	2.29	3.00	2.43	3.00	2.29	2.33	2.14	2.43	2.60	2.43	2.60	1.86	2.40	2.00	2.20



# SHIPPENSBURG UNIVERSITY PDE 430 - MID/FINAL AVERAGE SCORES BY PROGRAM

3 - Exemplary

2 - Superior

1 - Satisfactory

AY 2024-2025	AY 2024-2025 Univeristy Supervisor														her		
		Categ	gory 1	Categ	gory 2	Categ	gory 3	Categ	gory 4	Cat	egory 1	Categ	gory 2	Categ	ory 3	Categ	gory 4
		Mid /	' Final	Mid /	Final	Mid /	' Final	Mid /	' Final	Mid	l / Final	Mid /	' Final	Mid /	Final	Mid /	' Final
Fall 2024	38																
Art/Secondary Education Certn	3	2.00	2.67	2.33	3.00	2.33	2.67	2.00	2.67	2.3	3 2.33	2.33	2.67	2.67	2.33	2.67	2.33
Biology/Secondary Ed Certn	2	1.00	3.00	3.00	3.00	1.00	3.00	3.00	3.00	2.0	0 3.00	3.00	3.00	2.00	3.00	3.00	3.00
ECH Elem: Pre-K - 4	8	1.71	2.75	1.57	2.63	1.57	2.50	2.00	2.75	2.1	4 2.71	2.29	2.86	2.00	2.43	2.43	2.57
Graduate Non-Degree	1	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	3.0	0 2.00	2.00	2.00	2.00	2.00	2.00	2.00
History/Social Studies Certn	3	1.00	2.00	1.00	2.00	1.00	2.00	1.00	2.33	1.3	3 2.00	1.67	2.33	1.33	2.00	2.33	2.67
Mathematics	1	2.00	2.00	3.00	3.00	3.00	3.00	2.00	3.00	3.0	0 3.00	2.00	3.00	3.00	2.00	3.00	3.00
Special Ed & ECH Ed	18	2.11	2.72	2.28	2.72	1.94	2.50	2.83	2.94	2.7	8 2.63	2.61	2.63	2.50	2.44	2.94	2.94
Special Ed/Comp Sp Ed Conc	2	1.50	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.0	0 2.00	2.00	2.00	2.50	2.00	2.50	2.00