



Council for the Accreditation of Educator Preparation



Measure 1: Completer Effectiveness & Impact

Initial Certification Program Completers – PDE-430

Classroom application of professional knowledge, skills, and dispositions are reported by classroom observations conducted during pre-student teaching and student teaching clinical experiences using the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice (PDE-430). Pre-student teachers are assessed by their cooperating teacher at the mid-point and twice by their University Supervisor using the PDE-430. Student teachers are assessed using the PDE-430 by their cooperating teacher at the mid-point and three times by their University Supervisor.

The PDE-430 assesses teacher candidates across four categories: planning and preparation, classroom environment, instructional delivery, and professionalism. Each category item uses a scale of 0 to 3 or unsatisfactory to exemplary to rate candidate performance. The PDE requires a minimum score of 1 in each area. The following sections describe results of completer effectiveness and impact using the PDE-430. Results are not disaggregated by program in this document to preserve confidentiality given the small sample sizes within programs.

Pre-Student Teaching Clinical Experiences

Results of the midpoint rating by cooperating teachers are summarized in Table 1. The data reflect students' PDE-430 scores assigned by the cooperating teacher for the sample of students enrolled in pre-student teaching during the Fall or Spring semesters of the listed academic year. All students were rated satisfactory or higher in all categories at the mid-point of their clinical experience, with a mean in the superior rating.

Table 1. Pre-Student Teaching Cooperating Teacher Interim PDE-430 Ratings, Initial Certification

PDE-430	Academic Year	Total	Unsatisfactory (0)		Satisfactory (1)		Superior (2)		Exemplary (3)		M	SD
		n	n	%	n	%	n	%	n	%		
Category I. Planning and Preparation	2022-2023	23	0	0%	0	0%	14	60.9%	9	39.1%	2.31	.50
	2023-2024	24	0	0%	0	0%	6	25.0%	18	75.0%	2.75	.44
	2024-2025	34	0	0%	1	2.9%	9	26.5%	24	70.6%	2.68	.53
Category II. Classroom Environment	2022-2023	23	0	0%	5	21.7%	12	52.2%	6	26.1%	1.98	.71
	2023-2024	24	0	0%	1	4.2%	10	41.7%	13	54.2%	2.50	.59
	2024-2025	34	0	0%	2	5.9%	15	44.1%	17	50.0%	2.44	.61
Category III. Instructional Delivery	2022-2023	23	0	0%	4	17.4	13	56.5	6	26.1%	2.03	.67
	2023-2024	24	0	0%	1	4.2%	10	41.7%	13	54.2%	2.50	.59
	2024-2025	34	0	0%	5	14.7%	13	38.2%	16	47.1%	2.32	.73
Category IV. Professionalism	2022-2023	23	0	0%	0	0%	12	52.2%	11	47.8%	2.40	.51
	2023-2024	24	0	0%	0	0%	6	25.0%	18	75.0%	2.75	.44
	2024-2025	34	0	0%	0	0%	6	17.6%	28	82.4%	2.82	.39

Table 2 summarizes the ratings of these same teacher candidates when observed by their university supervisor during the final observation of pre-student teaching. Beginning in 2023-2024, candidates seeking dual certification had two placements during pre-student teaching. Therefore, they were scheduled to have two final PDE-430 observations (one in the general education placement and a second in the special education placement). Findings indicate that all students were rated satisfactory or higher in all categories with a mean in the superior rating.

Table 2. Pre-Student Teaching University Supervisor Final Ratings, Initial Certification

PDE-430	Academic Year	Total	Unsatisfactory (0)		Satisfactory (1)		Superior (2)		Exemplary (3)		M	SD
			n	n	%	n	%	n	%	n		
Category I. Planning and Preparation	2022-2023	23	0	0%	0	0%	6	26.1%	17	73.9%	2.74	.45
	2023-2024	24	0	0%	0	0%	2	7.4%	25	92.6%	2.92	.27
	2024-2025	34	0	0%	1	2.6%	5	12.8%	33	84.6%	2.82	.45
Category II. Classroom Environment	2022-2023	23	0	0%	11	4.3%	4	17.4%	18	78.3%	2.74	.54
	2023-2024	24	0	0%	0	0%	6	22.2%	21	77.8%	2.78	.42
	2024-2025	34	0	0%	1	2.6%	7	17.9%	31	79.5%	2.77	.48
Category III. Instructional Delivery	2022-2023	23	0	0%	2	8.7%	11	47.8%	10	43.5%	2.35	.65
	2023-2024	24	0	0%	0	0%	4	14.8%	23	85.2%	2.85	.36
	2024-2025	34	0	0%	1	2.6%	8	20.5%	30	76.9%	2.74	.50
Category IV. Professionalism	2022-2023	23	0	0%	1	4.3%	3	13.0%	19	82.6%	2.78	.52
	2023-2024	24	0	0%	0	0%	3	11.1%	24	88.9%	2.89	.32
	2024-2025	34	0	0%	0	0%	5	12.8%	34	87.2%	2.87	.34

Student Teaching Clinical Experiences

Results of the student teaching midpoint rating by cooperating teachers are summarized in Table 3. The data reflect students' PDE-430 scores assigned by the cooperating teacher for the sample of students enrolled in student teaching during the Fall or Spring semesters of the listed academic year. At the mid-point of their clinical experiences, all students were rated satisfactory or higher in all categories with a mean rating indicating superior performance.

Table 3. Student Teaching Cooperating Teacher Interim PDE-430 Ratings, Initial Certification

PDE-430	Academic Year	Total	Unsatisfactory (0)		Satisfactory (1)		Superior (2)		Exemplary (3)		M	S D
		n	n	%	n	%	n	%	n	%		
Category I. Planning and Preparation	2022-2023	31	0	0%	0	0%	5	16.1%	26	83.9%	2.84	.37
	2023-2024	28	0	0%	2	7.1%	5	17.9%	21	75.0%	2.68	.61
	2024-2025	33	0	0%	0	0%	15	44.1%	18	52.9%	2.55	.51
Category II. Classroom Environment	2022-2023	31	0	0%	0	0%	6	19.4%	25	80.6%	2.81	.40
	2023-2024	28	0	0%	0	0%	10	35.7%	18	64.3%	2.64	.49
	2024-2025	33	0	0%	2	5.9%	10	29.4%	21	61.8%	2.58	.61
Category III. Instructional Delivery	2022-2023	31	0	0%	0	0%	5	16.1%	26	83.9%	2.84	.37
	2023-2024	28	0	0%	2	7.1%	9	32.1%	17	60.7%	2.54	.64
	2024-2025	33	0	0%	2	5.9%	15	44.1%	16	47.1%	2.42	.61
Category IV. Professionalism	2022-2023	31	0	0%	0	0%	1	3.2%	30	96.8%	2.97	.18
	2023-2024	28	0	0%	0	0%	2	7.1%	26	92.9%	2.93	.26
	2024-2025	33	0	0%	0	0%	5	14.7%	28	82.4%	2.85	.36

For initial certification, each student teacher is formally observed by their university supervisor at least three times to assess their preparedness for the classroom during their student teaching clinical experience. The final PDE-430 scores during student teaching clinical experience are presented in Table 4. The data in Table 4 reflect PDE-430 scores for students enrolled in student teaching during the Fall or Spring semesters of the listed year.

Note that candidates seeking dual early childhood/special education have two final evaluation scores, one in a PreK-4 general education placement and one in a special education placement. Thus, the data in Table 4 reflect the number of PDE-430 ratings rather than the number of students (e.g., in 2024-2025 there were 34 final PDE-430 evaluations for 27 students, 7 students were dual certified and had 2 final scores). Program completers' ratings indicate that the vast majority of students demonstrate superior to exemplary performance in teaching effectiveness. Results are not disaggregated by program in this document to preserve confidentiality given the small sample sizes within programs.

Table 4. Student Teaching University Supervisor Final PDE-430 Ratings

PDE-430	Academic Year	Total <i>n</i>	Unsatisfactory (0)		Satisfactory (1)		Superior (2)		Exemplary (3)		<i>M</i>	<i>S D</i>
			<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Category I. Planning and Preparation	2022-2023	31	0	0%	0	0%	2	6.4%	29	93.6%	2.94	.25
	2023-2024	28	0	0%	2	7.1%	5	17.9%	21	75.0%	2.70	--
	2024-2025	32	0	0%	0	0%	7	21.9%	25	78.1%	2.80	.42
Category II. Classroom Environment	2022-2023	31	0	0%	0	0%	3	9.7%	28	90.3%	2.90	.30
	2023-2024	28	0	0%	0	0%	10	35.7%	18	64.3%	2.60	--
	2024-2025	32	0	0%	0	0%	8	25.0%	24	75.0%	2.75	.44
Category III. Instructional Delivery	2022-2023	31	0	0%	0	0%	4	12.9%	2	87.1%	2.87	.34
	2023-2024	28	0	0%	2	7.1%	9	32.1%	17	60.8%	2.50	--
	2024-2025	32	0	0%	0	0%	4	12.5%	28	87.5%	2.88	.34
Category IV. Professionalism	2022-2023	31	0	0%	1	3.23%	1	3.2%	29	93.5%	2.90	.40
	2023-2024	28	0	0%	0	0%	2	7.1%	26	92.9%	2.90	--
	2024-2025	32	0	0%	1	3.1%	0	0%	31	96.9%	2.94	.35

Teacher Work Sample

During student teaching, initial certification candidates conduct a teacher work sample. This capstone project requires students to conduct a pre-assessment, analyze results, then design 4-5 lessons to engage students in the content, conduct a post-assessment, and then analyze gains/losses. While there are many items assessed in the assignment, one rubric item specifically assesses the impact on PK-12 student learning as a result of instruction (student learning gains are documented). Candidates are scored on a Likert scale with 1 data not evident, 2 developing, and 3 target. Results for the 2024-2025 academic year indicate that the mean score is 2.90. The instruction that candidates provide are having a positive impact on PK-12 student learning.

Academic Year	<i>n</i>	1 Not Evidence	2 Developing	3 Target	Mean	SD
2023-2024	28	0%	9.9%	90.9%	2.91	.29
2024-2025	32	0%	20.8%	79.2%	2.90	.41

Reading Specialist Program

Candidates enrolled in the reading specialist program conduct their practicum on site at the RMU Reading Clinic. During this experience they are observed by a faculty member who completes a Summative Evaluation Rubric. The assessment is based on the International Reading Association Standards. Results of the Practicum Summative Evaluation Rubric are presented below and indicate that all students meet expectations (see Figure 1, item 4.2).

Figure 1. Summative Evaluation Rubric Reading Specialist Certification Program (Summer 2025)



Principal Certification Program

Principal candidates create a Principal Work Sample in LEAD6030. Scores on this assessment indicated all principals scored at the proficient or distinguished levels on all categories. Scores for the academic year 2023-2024 are presented in Figure 3 and in the item ‘evaluating results of student performance’, all principal candidates scored proficient (3). Scores for the academic year 2024-2025 are presented in Figure 4 and in the item ‘evaluating results of student performance, all principal candidates scored proficient (3).

Figure 3. Principal Work Sample 2023-2024

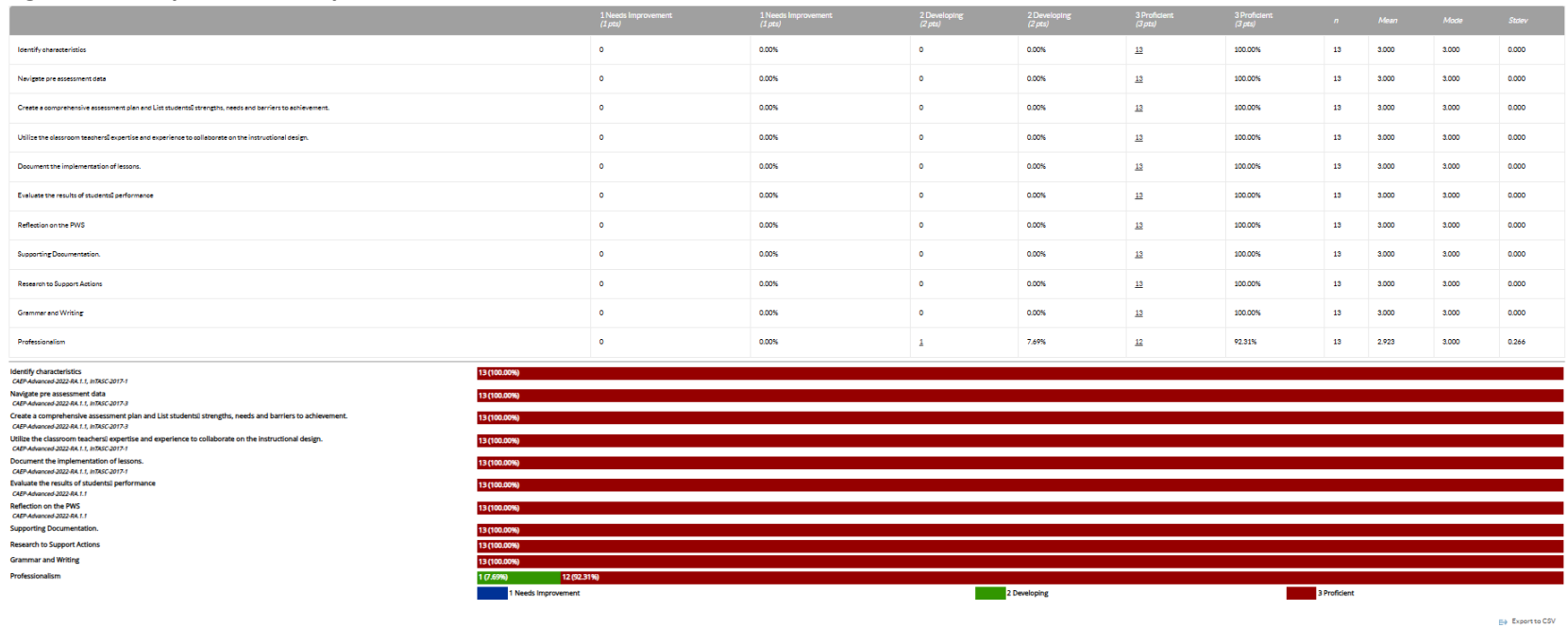


Figure 4. Principal Work Sample 2024-2025

