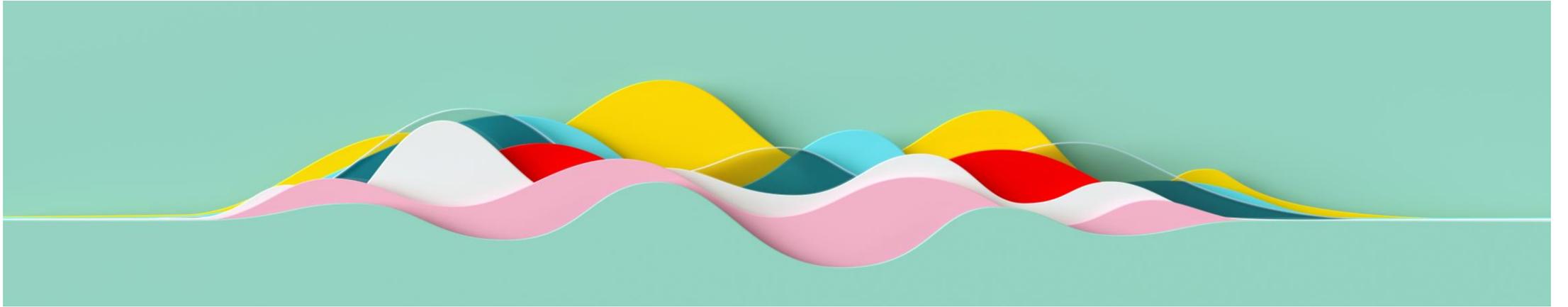




DAY 1 RESULTS - Pulse Check





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relaxed
good job
prepared
informative
engaged
equipped
informed
focused
exceptional
purposeful
engaging
empowering
collaboration
eye opening
great job
empowered
collaborative
positive
thoughtful



You Said...



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N/A

Today was informative

N/A

N/A

Nothing now

Good mix of info and activities session today. Continue likewise tomorrow.

Nothing now

N/A

Continue to walk alongside with road maps and other learning experiences.

All good.

All was great!

None

I am informed and can't wait For more information

N/A



Morning Phone Check



Think about your morning: How many times did you check your phone before arriving here today?”

Categories	0-5 Times	6-10 times	11+ times
# of people			



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Shared Inquiry

Turning Numbers into Questions

February 11, 2026



*We are surrounded by
data but starved for
insights*

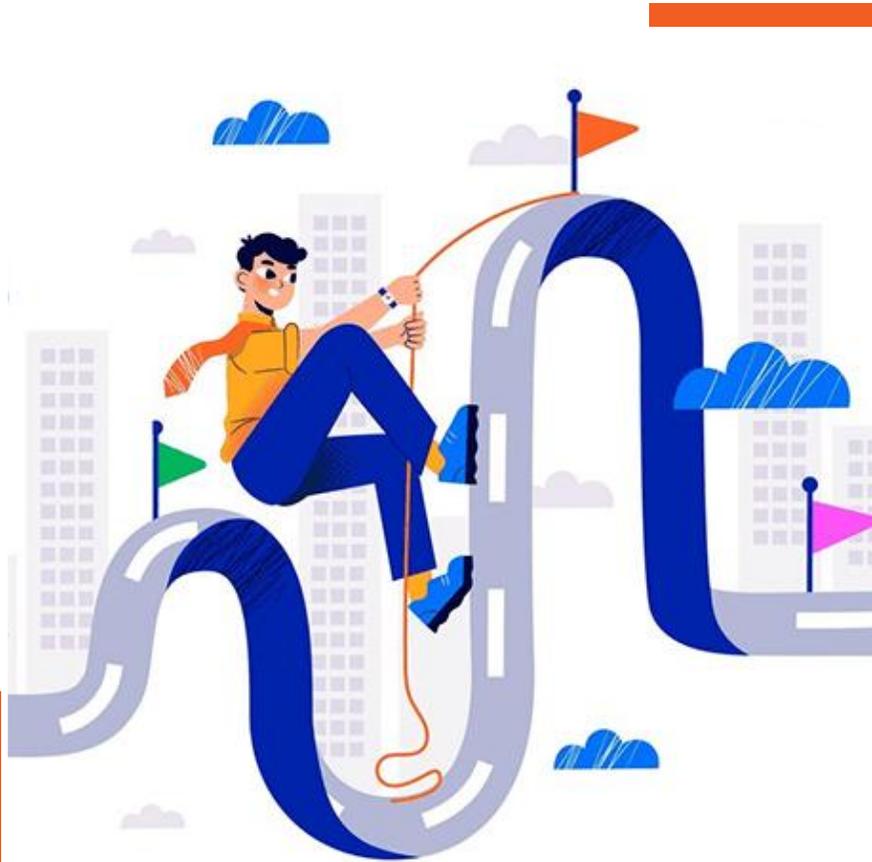
Jay Baer (2010)



Goals



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By the end of this session, you will:

- Approach data with curiosity rather than judgment
- Identify where relevant data lives and how to access it
- Transform numerical data into meaningful questions
- Generate actionable next steps grounded in evidence

What has made data conversations feel risky in the past?

There are no right or wrong answers — this is about shared experiences.



Norms for Data Inquiry



How We'll Work with Data Today

Curiosity over Certainty

Questions before Conclusions

Context Matters

Data \neq Judgment



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Data Used For Reporting

YR1 Deliverable: Annual Data Report

TPP NAME:				Report Due By:	
Reporting Period:	Baseline Years 1, 2, & 3			Report Submitted Date:	
Candidate Applications, Admission and Enrollment					
Source: EPP Admission Office					
Baseline and Cohort Year	Number of Total Program Applicants	Number of Total Program Admits	Number of Total Candidates Enrolled	Notes	
Baseline Year 1: September 1, 2022, to August 31, 2023					
Baseline Year 2: September 1, 2023, to August 31, 2024					
Baseline Year 3: September 1, 2024, to August 31, 2025					
Baseline Average	-	-	-		
Year 1: September 1, 2025, to August 31, 2026					
Year 2: September 1, 2026, to August 31, 2027					
Year 3: September 1, 2027, to August 31, 2028					

This data informs decisions and reflects progress.

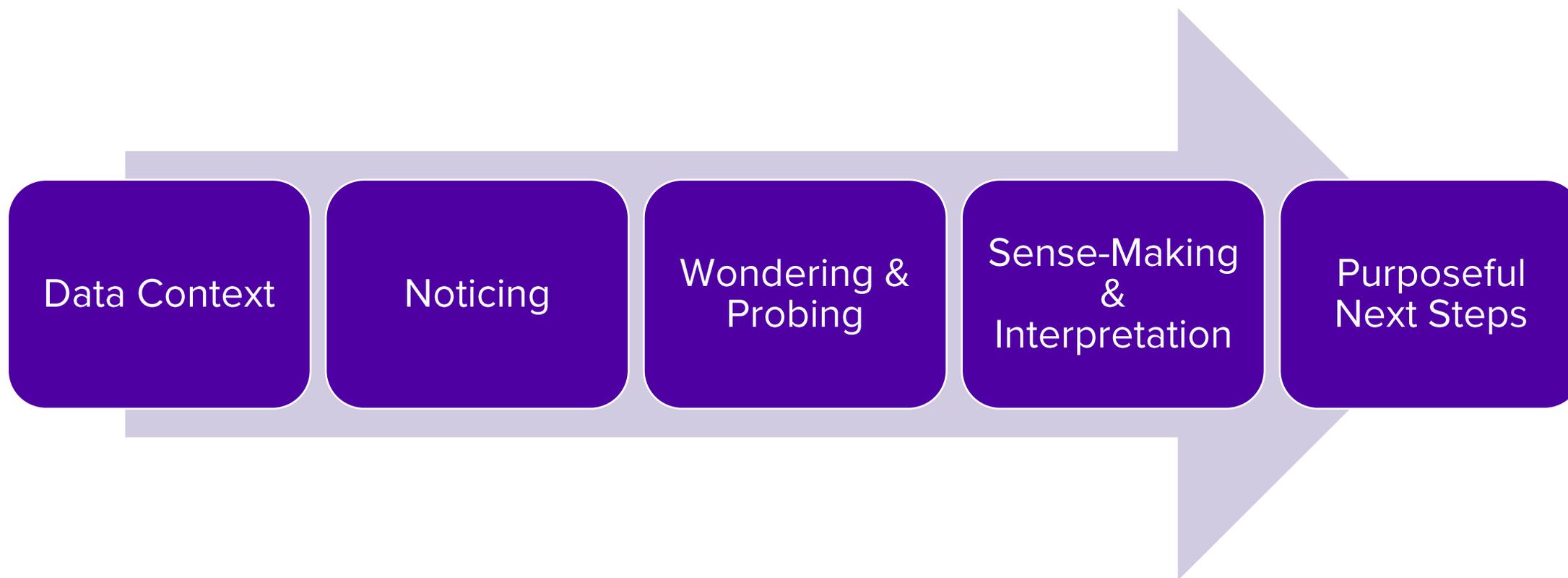


Shared Inquiry

Our Data Inquiry Process



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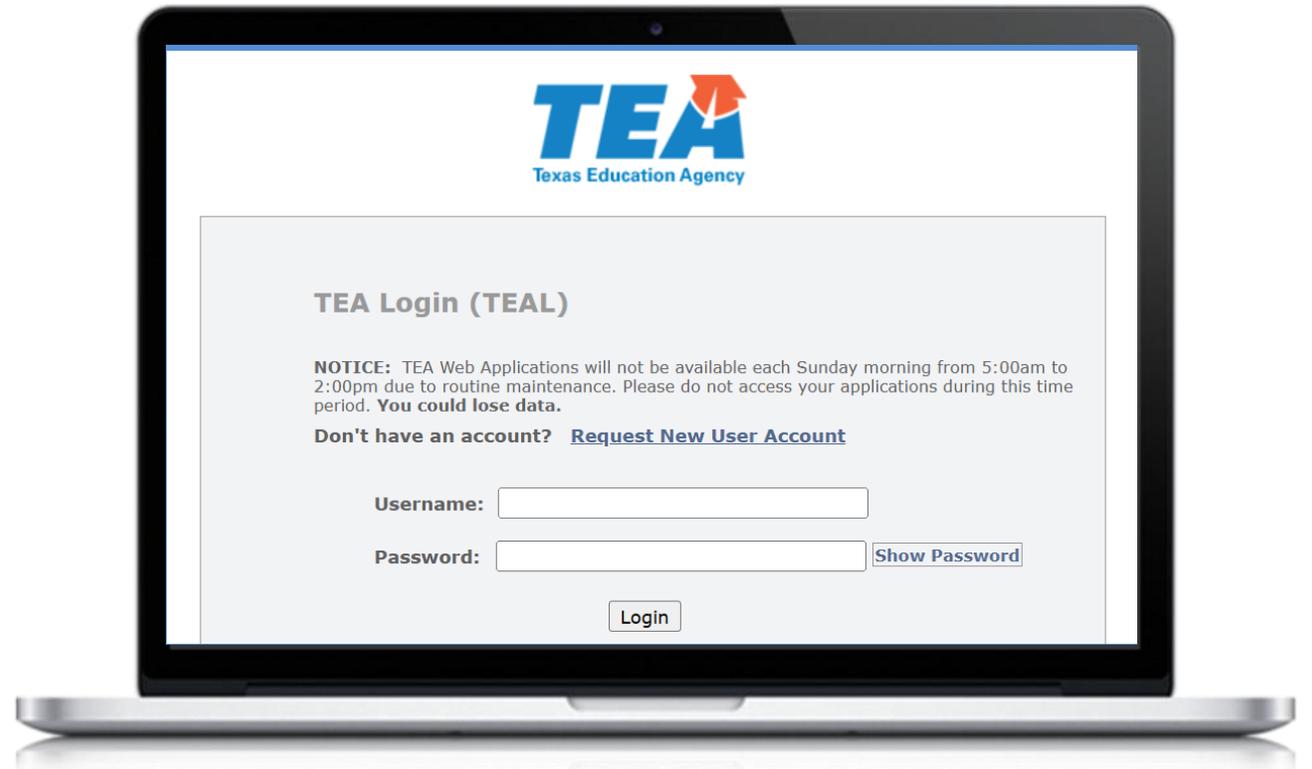
1. Data Context



Where the Data Lives



- I2I Dashboard (EPP)
- Talent Dashboard (District)





Where the Data Lives



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← BACK

Insight to Impact Dashboard

→ LOG OFF

+ [EPP Initial Employment](#)

+ [EPP Employment and Retention](#)

+ [EPP Candidate Characteristics](#)

+ [EPP Exam Pass Rate](#)

- [EPP Perception Surveys](#)

[New Teacher Perceptions Summary](#)

[New Teacher Perceptions by Construct](#)

[New Teacher Perceptions by Question](#)

[Principal Perceptions Summary](#)

[Principal Perceptions by Construct](#)

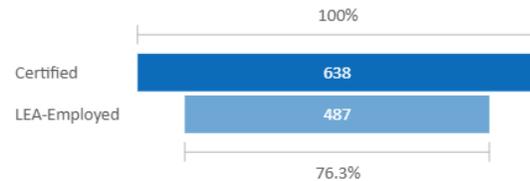
[Principal Perceptions by Question](#)

Initial Employment

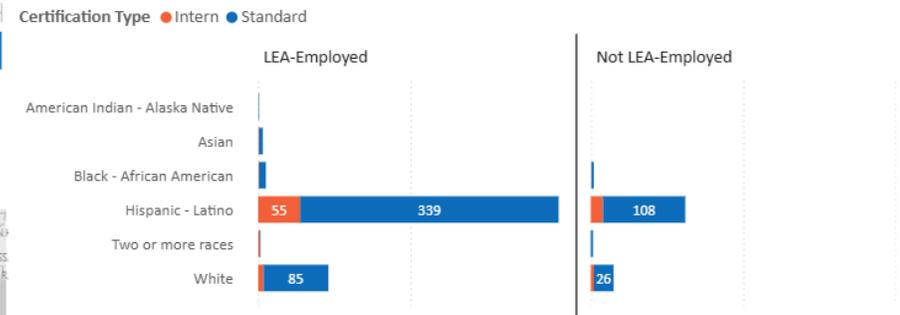
Candidate Employment ?

LEA: All | Campus: All | Certification Year: All | Certification Type: All | Race/Ethnicity: All | Gender: All

Number of Certified and LEA-Employed Candidates



Number of LEA-Employed and Not LEA-Employed Candidates by Race and Certification Type



Number of Employed Candidates by LEA



Certification Grade Level	Teaching Grade Level	Number of LEA-Employed Candidates
Grades 4-8		16
Grades 7-12		79
Grades EC-12		119
Grades EC-6		286
Supplemental		38

Certification Subject Area	Teaching Subject Area	Number of LEA-Employed Candidates
Bilingual Education		38
English Language Arts		26
General Elementary (Self-Contained)		300
Health & Physical Education		65



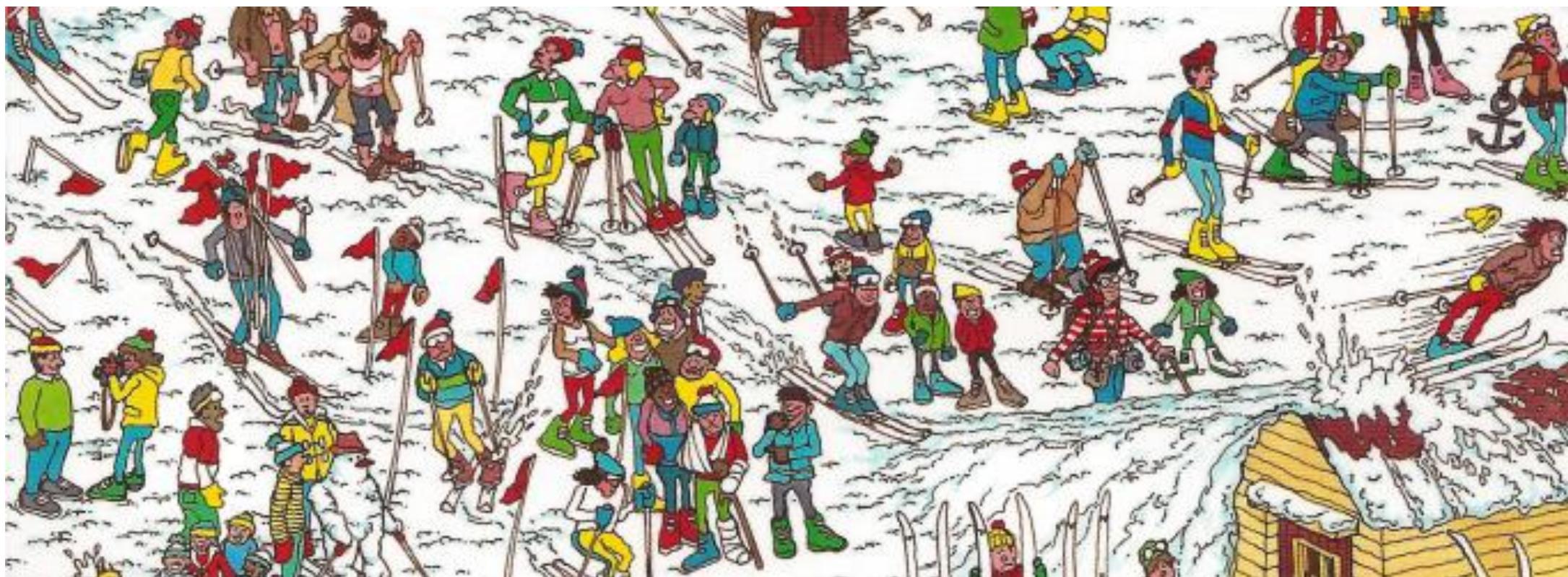


2. Noticing

Eyes on the Numbers, Not on the Story



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Let's Practice

Individual Inquiry Activity



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I notice...



I see...



*There seems
to be...*



3. Wondering



“Opening a door to see what’s inside”

- What questions emerge ...
 - Curious, exploratory, open-ended
- Exploring multiple possibilities
- No judgment — it doesn’t imply the answer is known



Let's Practice

Paired-Inquiry Activity



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What might be happening here?



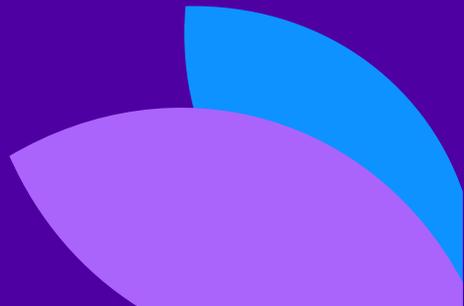
Why might this be happening?



What questions does this raise?



SHARE OUT





15 Minute Break



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4. Sense-Making



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- Putting pieces of the puzzle together
- Interpreting patterns, drawing connections, making meaning
- Finding root causes to answer “What does this tell us”





The Five Whys



Why #1 — Immediate Explanations

- *Why might this be happening?*

Why #2 — Skills, Supports, or Opportunities

- *Why might that be the case?*

Why #3 — Structures & Systems

- *Why might these supports or opportunities vary?*

Why #4 — Assumptions & Design Choices

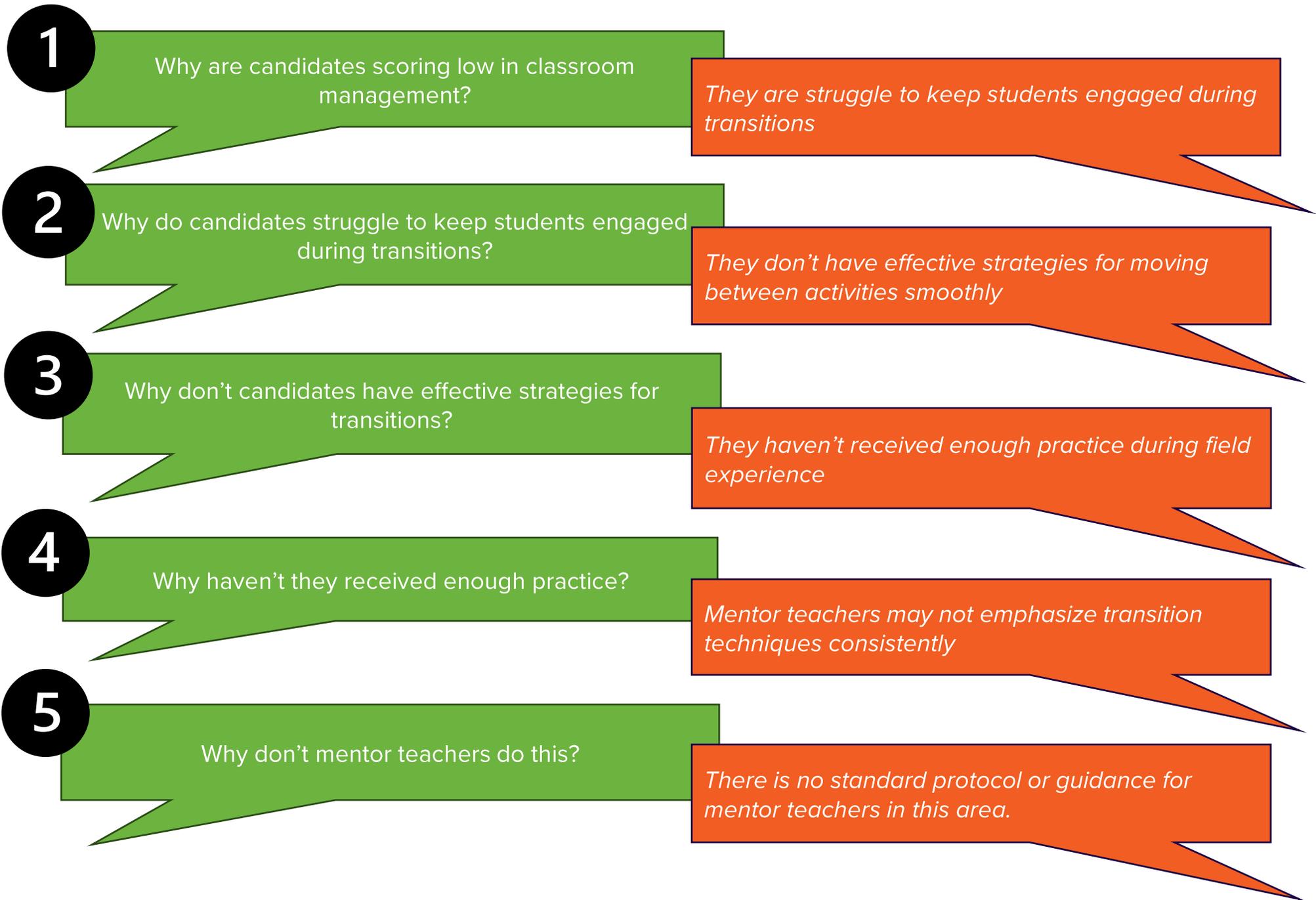
- *Why are these structures set up this way?*

Why #5 — Root Conditions

- *What is within our sphere of influence?*



The Five Whys





Collaborative Shared Inquiry



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Let's
PRACTICE



SHARE OUT





5. Purposeful Next Steps



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Based on our discussion,

- What additional information (if any) would help deepen our understanding of candidates' clinical learning?





Prioritizing the Work



A Planning Template to Close the Loop

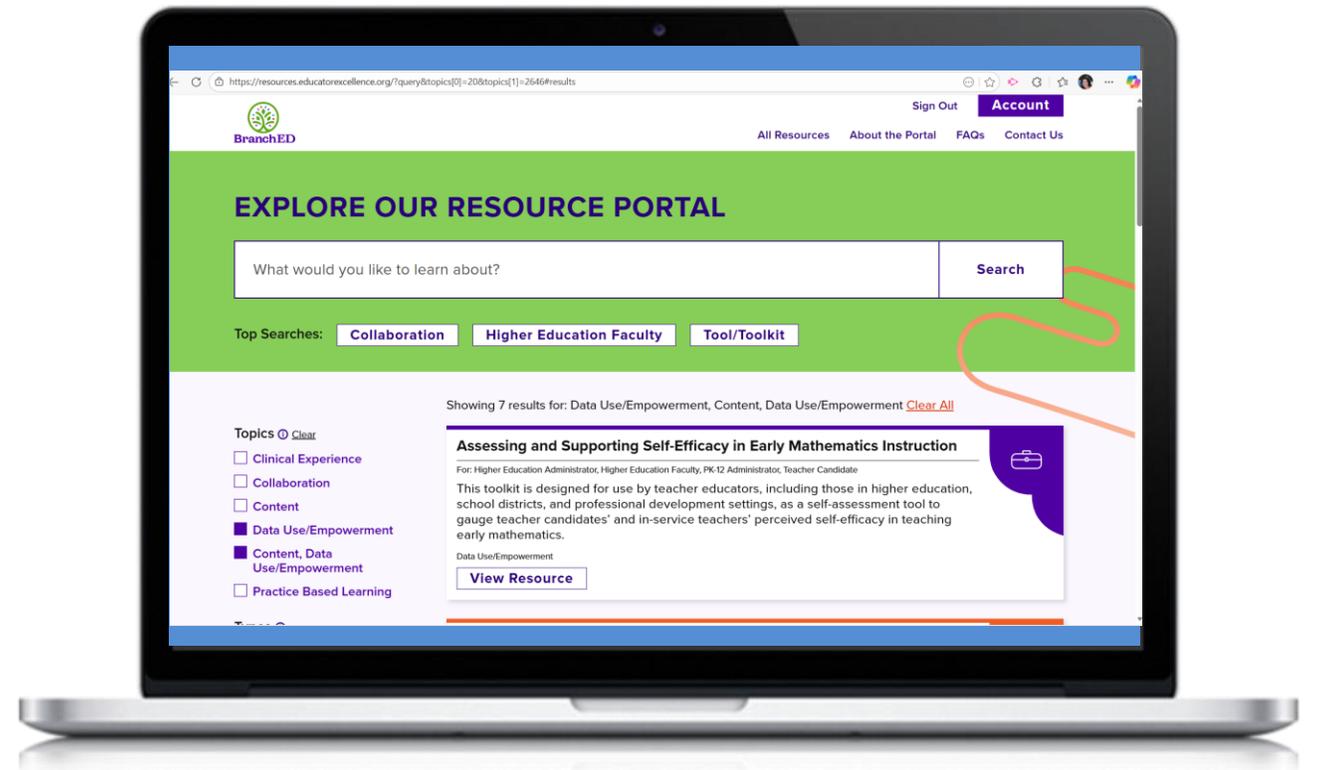
Meeting Attendees: Location(s) Date(s) and Time(s)			
Data Discussed	Timeline	Actions Needed	Person(s) Responsible



BranchED Resource Portal



- **Online collection** of resources to EPPs & District Partners
- Resources to support **Data Empowerment**
- Sign up and register the access code, “**educator excellence**”



Closing Reflection

What did this data help us understand more deeply about our candidates' clinical experiences?

Continuous improvement begins with shared understanding, not immediate solutions.



Share Your Thoughts!



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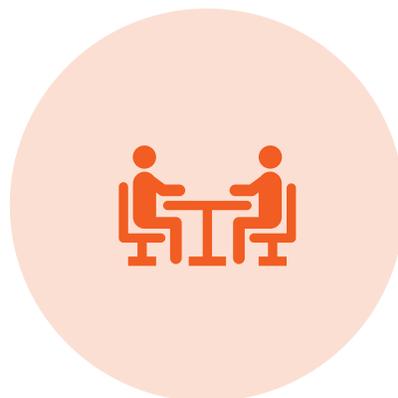




Preview of Day 3



7:30 – 8:30AM BREAKFAST
AT EMBASSY SUITES



9:00 – 11:30PM MEETING
TIME & BREAKS



11:30-12:00PM CLOSINGS &
FAREWELLS



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A Higher Standard

Thank you for your time



 info@educatordiversity.org

 (800) 519-0249

 www.educatordiversity.org

Team Time

Annual Data Report