The GeT Support project is gathering data from undergraduate geometry courses for future secondary teachers. We offer descriptives documented with instruments developed by our project and completed by up to 40 instructors and their 300 students. Based on syllabus analysis and instructor responses to a questionnaire, we document the variations in the curriculum, showing the incidence in the sample of various archetypes of geometry for teachers courses. We add gleanings from an instructional log, completed 3 times a semester by each instructor, where we observe variations in self-reported practice. The data shows considerable evidence that some student-centered instruction is present but this involvement is limited in some possible areas (e.g., only a few instructors ask students to propose or critique definitions). Finally, our comparison of students’ responses to the MKT-G (Herbst & Kosko, 2014) test—administered at the beginning and end of the course—shows that students make significant gains in mathematical knowledge for teaching geometry over the course of one semester, with this difference being in the order of .16 standard deviations. We will elaborate on what these findings mean in terms of improving the course. (Received September 17, 2019)