

Praxis II: Principles of Learning and Teaching (PLT)

The PLT is offered as evidence in support of meeting Standard 1.1: The InTASC Standards and Standard 3.5: Selection at Completion.

Teacher candidates at Dakota State University demonstrate their content and pedagogical knowledge in a variety of ways during their program of study. Instruction related to the InTASC standards is accomplished progressively through coursework and subsequent fieldwork placements. Assessment of three of the four categories of the InTASC standards is accomplished by using the Educational Testing Services (ETS) Principles of Learning and Teaching (PLT) examination. The fourth and remaining category of the InTASC standards is addressed by data from the ETS Praxis II: Content exams (see Praxis II Content data). The South Dakota Department of Education (DoE) requires completers to successfully pass the PLT for teacher licensure (reflective of meeting CAEP Standard 3.5).

The following tables provide data related to the number of program completers taking the exam and their respective scores by year and by grade level.

K-6 Principles of Learning and Teaching (PLT)

Academic Year	# Candidates taking Test	# Candidates Passing	% Candidates Passing	Mean	High	Low	Range
2011-2012	42	42	100.0%	174.28	195	154	41
2012-2013	48	47	98.0%	174.31	187	157	30
2013-2014	42	42	100.0%	175.3	190	161	29

7-12 Principles of Learning and Teaching (PLT)

Academic Year	# Candidates taking Test	# Candidates Passing	% Candidates Passing	Average Score	High	Low	Range
2011-2012	14	14	100.0%	173.36	188	163	25
2012-2013	18	17	94.0%	170.05	185	149	36
2013-2014	13	13	100.0%	174.69	187	160	27

InTASC Category: The learner and learning.

All teacher candidates take courses that reflect the diversity of learner characteristics that an entry-level teacher will confront (progression level 1). Understanding learner growth and development, as well as understanding individual differences in a variety of domains, are objectives addressed in the following core courses for candidates in all teaching majors: Introduction to Persons with Exceptionalities (SPED 100), Lifespan Development (EPSY 210) and Educational Psychology (EPSY 302).

Assessment of the understanding of the standards related to the learner and learning is accomplished through the use of Educational Testing Service (ETS) Praxis II: Principles of Learning and Teaching (PLT). The sub-scores for section I of the PLT (Students as learners) are displayed in the tables below for both elementary (K-16) and secondary (7-12) program completers

K-6 Principles of Learning and Teaching (PLT)

Sub-Score	Year	N	Raw Points Possible	Raw Points Earned				3-Yr Ave
				High	Low	Average	%	
Sub-score I Students as Learners	2011-12	42	20	20	9	14.00	70.0%	69.9%
	2012-13	48	20	20	7	14.14	70.7%	
	2013-14	42	20	19	8	13.80	69.0%	

7-12 Principles of Learning and Teaching (PLT)

Sub-Score	Year	N	Raw Points Possible	Raw Points Earned				3-Yr Ave
				High	Low	Average	%	
Sub-score I Students as Learners	2011-12	14	20	20	12	16.0	80.0%	78.6%
	2012-13	18	20	20	10	15.1	75.5%	
	2013-14	13	20	20	11	16.1	80.4%	

InTASC Category: Instructional practice.

An assessment of program completers' understanding of instructional practice is also assessed in the PLT. The sub-scores for section II of the PLT (Instructional practice) are displayed in the tables below for both elementary (K-16) and secondary (7-12) program completers.

K-6 Principles of Learning and Teaching (PLT)

Sub-Score	Year	N	Raw Points Possible	Raw Points Earned				3-Yr Ave
				High	Low	Average	%	
Sub-score II Instructiona I Process	2011-12	42	20	20	11	15.00	75.0%	74.8%
	2012-13	48	20	19	9	14.70	73.5%	
	2013-14	42	20	18	9	15.20	76.0%	

7-12 Principles of Learning and Teaching (PLT)

Sub-Score	Year	N	Raw Points Possible	Raw Points Earned				3-Yr Ave
				High	Low	Average	%	
Sub-score II Instructional Process	2011-12	14	20	18	11	14.0	70.0%	71.2%
	2012-13	18	20	20	10	14.7	73.5%	
	2013-14	13	20	18	11	14.0	70.0%	

InTASC Category: Professional responsibility.

An assessment of program completers' understanding of professional responsibility is also assessed in the PLT. The sub-scores for section IV of the PLT (professional responsibility) are displayed in the tables below for both elementary (K-16) and secondary (7-12) program completers

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Sub-Score	Year	N	Raw Points Possible	Raw Points Earned				3-Yr Ave
				High	Low	Average	%	
Sub-score IV Professional Development, Leadership, & Community	2011-12	42	14	13	7	10.00	71.4%	75.6%
	2012-13	48	14	13	8	11.00	78.6%	
	2013-14	42	14	14	7	10.75	76.8%	

7-12 Principles of Learning and Teaching (PLT)

Sub-Score	Year	N	Raw Points Possible	Raw Points Earned				3-Yr Ave
				High	Low	Average	%	
Sub-score IV Professional Development, Leadership, & Community	2011-12	14	14	13	7	10.0	71.4%	69.4%
	2012-13	18	14	12	7	9.2	65.7%	
	2013-14	13	14	13	7	9.9	70.9%	