

PLT Information for Program Completers Disaggregated Data

All program completers are required to take the Praxis II: Principles of Learning and Teaching (PLT) during their student teaching semester. Passage of the exam is a requirement for licensure. A minimum score of 160 is required for passing the exam.

The tables below display the disaggregated data for all eight (8) teaching majors for the most recently completed three (3) academic years.

Elementary Education - K-6 PLT Exam

Academic Year	# Candidates taking Test	# Candidates Passing	% Candidates Passing	Average Score	High	Low*	Range
2012-2013	37	36	94.6%	175	187	162	31
2013-2014	30	30	100.0%	173.1	190	151	39
2014-2015	22	20	91.0%	171	185	150	35

* A score below 160 may indicate a score from a test administration that was later repeated, as the data for 2013-2014 indicates that all program completers in that year had passed the exam.

Sub-Score	Semester	N	Possible	High	Low	Average	Ave %
Sub-score I Students as Learners	2012-2013	37	20	19	7	13	67.5%
	2013-2014	30	20	18	8	13.00	
	2014-2015	22	20	20	9	14.50	
Sub-score II Instructional Process	2012-2013	37	20	19	9	14	71.7%
	2013-2014	30	20	18	9	13.50	
	2014-2015	22	20	19	12	15.50	
Sub-score III Assessment	2012-2013	37	14	14	6	10	66.7%
	2013-2014	30	14	13	6	9.50	
	2014-2015	22	14	13	4	8.50	
Sub-score IV Professional Development, Leadership, and Community	2012-2013	37	14	13	8	10.5	75.0%
	2013-2014	30	14	14	7	10.50	
	2014-2015	22	14	14	7	10.50	
Sub-score V Analysis of Instructional Scenarios	2012-2013	37	16	16	4	10	64.6%
	2013-2014	30	16	16	5	10.50	
	2014-2015	22	16	15	6	10.50	

In a cursory analysis of the findings without knowledge of the actual weighting of selected items, the raw percentages by sub-score for the 3-year period suggest that program completers in elementary education score highest in the category of Professional Development, Leadership, and Community (sub-score IV), followed closely by Instructional Process (sub-score II). The category in which program completers received the lowest average percentage was for sub-score V: Analysis of Instructional Scenarios. While the comparatively low number of program completers is not significant enough to

make major program modifications, integrating some experiences that require higher order thinking skills appears warranted.

Special Education - K-6 PLT Exam

Academic Year	# Candidates taking Test	# Candidates Passing	% Candidates Passing	Average Score	High	Low*	Range
2012-2013	13	13	100.0%	169	184	153	31
2013-2014	14	14	100.0%	172.6	185	164	21
2014-2015	10	10	100.0%	175.8	188	161	27

* A score below 160 may indicate a score from a test administration that was later repeated, as the data for 2012-2013 indicates that all program completers in that year had passed the PLT.

Sub-Score	Semester	N	Possible	High	Low	Average	Ave. %
Sub-score I Students as Learners	2012-2013	13	20	20	9	14.50	70.8%
	2013-2014	14	20	19	9	14.00	
	2014-2015	10	20	17	11	14.00	
Sub-score II Instructional Process	2012-2013	13	20	18	10	14.00	71.7%
	2013-2014	14	20	18	12	15.00	
	2014-2015	10	20	20	8	14.00	
Sub-score III Assessment	2012-2013	13	14	12	5	8.50	69.0%
	2013-2014	14	14	14	7	10.50	
	2014-2015	10	14	14	6	10.00	
Sub-score IV Professional Development, Leadership, and Community	2012-2013	13	14	13	9	11.00	77.4%
	2013-2014	14	14	14	8	11.00	
	2014-2015	10	14	13	8	10.50	
Sub-score V Analysis of Instructional Scenarios	2012-2013	13	16	15	10	12.50	77.1%
	2013-2014	14	16	16	9	12.50	
	2014-2015	10	16	15	9	12.00	

In a cursory analysis of the findings without knowledge of the actual weighting of selected items, the raw percentages by sub-score for the 3-year period suggest that program completers in Special Education score highest in the category of Professional Development, Leadership, and Community (sub-score IV), followed closely by Analysis of Instructional Scenarios (sub-score V). Very little variance is evident between the sub-scores that program completers received in Students as Learners (sub-score I), Instructional Process (sub-score II) and Assessment (sub-score III).

7-12 PLT Exam

Biology Education

Academic Year	# Candidates taking Test	# Candidates Passing	% Candidates Passing	Average Score	High	Low	Range
2012-2013	3	3	100.0%	170.6	174	165	9
2013-2014	2	2	100.0%	183	187	179	9
2014-2015	0	0	0	0	0	0	0

Sub-Score	Semester	N	Possible	High	Low	Average	Ave.%
Sub-score I Students as Learners	2012-2013	3	20	11	11	11.00	71.3%
	2013-2014	2	20	19	16	17.50	
	2014-2015	0	20	0	0	0	
Sub-score II Instructional Process	2012-2013	3	20	17	17	17.00	82.5%
	2013-2014	2	20	16	16	16.00	
	2014-2015	0	20	0	0	0	
Sub-score III Assessment	2012-2013	3	14	13	13	13.00	60.7%
	2013-2014	2	14	14	11	12.50	
	2014-2015	0	14	0	0	0	
Sub-score IV Professional Development, Leadership, and Community	2012-2013	3	14	9	9	9.00	73.2%
	2013-2014	2	14	12	11	11.50	
	2014-2015	0	14	0	0	0	
Sub-score V Analysis of Instructional Scenarios	2012-2013	3	16	12	12	12.00	68.8%
	2013-2014	2	16	13	7	10.00	
	2014-2015	0	16	0	0	0	

Very few teacher candidates completed the Biology Education program in the 3-year period reported above. The low number of completers prevents any conclusions based on sub-scores, however all completers passed the PLT with very good scores in all categories, with the possible exception of Assessment.

Business Education

Academic Year	# Candidates taking Test	# Candidates Passing	% Candidates Passing	Average Score	High	Low	Range
2012-2013	2	2	100.0%	169.5	176	163	13
2013-2014	3	3	100.0%	173.3	176	170	6
2014-2015	1	1	100.0%	160	160	160	0

Sub-Score	Semester	N	Possible	High	Low	Average	Ave. %
Sub-score I Students as Learners	2012-2013	2	20	17	11	14.00	72.5%
	2013-2014	3	20	20	13	16.50	
	2014-2015	1	20	13	13	13.00	

Sub-Score	Semester	N	Possible	High	Low	Average	Ave. %
Sub-score II Instructional Process	2012-2013	2	20	17	15	16.00	70.0%
	2013-2014	3	20	13	11	12.00	
	2014-2015	1	20	14	14	14.00	
Sub-score III Assessment	2012-2013	2	14	10	10	10.00	70.2%
	2013-2014	3	14	11	10	10.50	
	2014-2015	1	14	9	9	9.00	
Sub-score IV Professional Development, Leadership, and Community	2012-2013	2	14	10	10	10.00	60.7%
	2013-2014	3	14	11	8	9.50	
	2014-2015	1	14	6	6	6.00	
Sub-score V Analysis of Instructional Scenarios	2012-2013	2	16	11	8	9.50	62.5%
	2013-2014	3	16	13	10	11.50	
	2014-2015	1	16	9	9	9.00	

It is also noted that very few teacher candidates completed the Business Education program in the 3-year period reported above. The low number of completers prevents any conclusions based on sub-scores, however all completers in 2012-2013 and 2013-2014 passed the PLT with very good scores. The lone completer in 2014-2015 met the minimum score required for licensure/certification, thus suggesting they have the competencies needed to be an effective teacher.

Computer Education

Academic Year	# Candidates taking Test	# Candidates Passing	% Candidates Passing	Average Score	High	Low	Range
2012-2013	1	1	100%	177	177	177	0
2013-2014	0	0	0	0	0	0	0
2014-2015	1	1	100.0%	162	162	162	0

Sub-Score	Semester	N	Possible	High	Low	Average	Ave. %
Sub-score I Students as Learners	2012-2013	1	20	17	17	17.00	85.0%
	2013-2014	0	20	0	0	0	
	2014-2015	1	20	17	17	17.00	
Sub-score II Instructional Process	2012-2013	1	20	15	15	15.00	60.0%
	2013-2014	0	20	0	0	0	
	2014-2015	1	20	9	9	9.00	
Sub-score III Assessment	2012-2013	1	14	12	12	12.00	67.9%
	2013-2014	0	14	0	0	0	
	2014-2015	1	14	7	7	7.00	
Sub-score IV Professional Development, Leadership, and Community	2012-2013	1	14	11	11	11.00	67.9%
	2013-2014	0	14	0	0	0	
	2014-2015	1	14	8	8	8.00	
Sub-score V Analysis of Instructional Scenarios	2012-2013	1	16	11	11	11.00	68.8%
	2013-2014	0	16	0	0	0	
	2014-2015	1	16	11	11	11.00	

Only two Computer Education students completed the program in the 3-year reporting period. Both completers received satisfactory scores on the PLT. The low number of completers prevents drawing any conclusions based on sub-scores

English Education

Academic Year	# Candidates taking Test	# Candidates Passing	% Candidates Passing	Average Score	High	Low	Range
2012-2013	2	2	100.0%	177.5	182	173	9
2013-2014	2	2	100.0%	180	181	179	2
2014-2015	2	2	100.0%	178.5	185	172	13

Sub-Score	Semester	N	Possible	High	Low	Average	Ave %
Sub-score I Students as Learners	2012-2013	2	20	17	11	14.00	78.3%
	2013-2014	2	20	18	15	16.50	
	2014-2015	2	20	19	14	16.50	
Sub-score II Instructional Process	2012-2013	2	20	20	18	19.00	81.7%
	2013-2014	2	20	18	15	16.50	
	2014-2015	2	20	17	10	13.50	
Sub-score III Assessment	2012-2013	2	14	13	11	12.00	77.4%
	2013-2014	2	14	10	7	8.50	
	2014-2015	2	14	13	11	12.00	
Sub-score IV Professional Development, Leadership, and Community	2012-2013	2	14	13	8	10.50	71.4%
	2013-2014	2	14	10	9	9.50	
	2014-2015	2	14	11	9	10.00	
Sub-score V Analysis of Instructional Scenarios	2012-2013	2	16	13	9	11.00	72.9%
	2013-2014	2	16	13	12	12.50	
	2014-2015	2	16	15	8	11.50	

While very few teacher candidates completed the English Education program in the 3-year period reported above, all completers passed the PLT with very good scores. The low number of completers prevents any conclusions based on sub-scores.

Math Education

Academic Year	# Candidates taking Test	# Candidates Passing	% Candidates Passing	Average Score	High	Low	Range
2012-2013	1	1	100.0%	177	177	177	0
2013-2014	2	2	100.0%	172.5	183	162	21
2014-2015	5	5	100.0%	176	193	163	30

Sub-Score	Semester	N	Possible	High	Low	Average	Ave. %
Sub-score I Students as Learners	2012-2013	1	20	11	11	11.00	58.3%
	2013-2014	2	20	14	11	11.00	
	2014-2015	5	20	16	10	13.00	
Sub-score II Instructional Process	2012-2013	1	20	17	17	17.00	80.0%
	2013-2014	2	20	17	13	15.00	
	2014-2015	5	20	19	13	16.00	
Sub-score III Assessment	2012-2013	1	14	13	13	13.00	83.3%
	2013-2014	2	14	12	9	10.50	
	2014-2015	5	14	13	10	11.50	
Sub-score IV Professional Development, Leadership, and Community	2012-2013	1	14	9	9	9.00	70.2%
	2013-2014	2	14	12	9	10.50	
	2014-2015	5	14	11	9	10.00	
Sub-score V Analysis of Instructional Scenarios	2012-2013	1	16	12	12	12.00	70.8%
	2013-2014	2	16	12	10	11.00	
	2014-2015	5	16	15	7	11.00	

Similar to the English Education program, very few Mathematics Education teacher candidates completed the PLT during the 3-year reporting period. However all completers passed the PLT with very good scores. The low number of completers prevents any conclusions based on sub-scores.

Physical Education

Academic Year	# Candidates taking Test	# Candidates Passing	% Candidates Passing	Average Score	High	Low*	Range
2012-2013	9	8	88.8%	166.7	185	149	36
2013-2014	4	4	100.0%	170.8	179	160	19
2014-2015	4	3	75.0%	166.5	178	148	30

* A score below 160 may indicate a score from a test administration that was later repeated, however in this case, the low scores in 2012-2013 and 2014-2015 may be for the single candidate that did not achieve the required score for teacher licensure in South Dakota.

Sub-Score	Semester	N	Possible	High	Low	Average	Ave. %
Sub-score I Students as Learners	2012-2013	9	20	20	10	15.00	75.8%
	2013-2014	4	20	20	12	16.00	
	2014-2015	4	20	20	9	14.50	
Sub-score II Instructional Process	2012-2013	9	20	17	10	13.50	67.5%
	2013-2014	4	20	16	12	14.00	
	2014-2015	4	20	15	11	13.00	
Sub-score III Assessment	2012-2013	9	14	14	7	10.50	69.0%
	2013-2014	4	14	10	7	8.50	
	2014-2015	4	14	12	8	10.00	

Sub-Score	Semester	N	Possible	High	Low	Average	Ave. %
Sub-score IV Professional Development, Leadership, and Community	2012-2013	9	14	12	7	9.50	69.0%
	2013-2014	4	14	13	9	11.00	
	2014-2015	4	14	9	8	8.50	
Sub-score V Analysis of Instructional Scenarios	2012-2013	9	16	12	6	9.00	60.4%
	2013-2014	4	16	12	8	10.00	
	2014-2015	4	16	13	7	10.00	

Physical Education is the third-largest teacher preparation program in the College of Education, with a total of 15 teacher candidates completing the program during the 3-year reporting period. Understanding students as learners (sub-score I) appears to be the area where program completers demonstrated their highest level of competence, whereas the ability to analyze instructional scenarios (sub-score V) resulted in the lowest composite scores. While the comparatively low number of program completers is not significant enough to make major program modifications, integrating some experiences that require higher order thinking skills appears warranted.