



Praxis Principles of Learning and Teaching (PLT) pass rates have remained consistently strong over the past three academic years. The pass rate was 100% in both 2022–2023 and 2023–2024. In 2024–2025, the pass rate was 83%, with one candidate not meeting the required cut score. Given the small cohort size, a single candidate significantly impacts the overall percentage; therefore, the program reviews both aggregate data and individual performance trends when analyzing results.

Following the 2024–2025 administration, faculty conducted a review of the candidate's score report to examine domain-level performance areas. This analysis is used to determine whether any consistent patterns emerge across test domains that might indicate needed adjustments in coursework, clinical experiences, or test preparation support. At this time, the data do not indicate a systemic program weakness, as overall pass rates remain high and consistent across multiple years.

Given the overall trend of strong performance and the isolated nature of the 2024–2025 result, the program views this as an individual candidate outcome rather than a programmatic deficiency. However, ongoing monitoring of PLT data will continue to inform instructional adjustments and candidate support structures.

Praxis PLT domain results are reviewed annually and examined longitudinally due to small cohort sizes and are also analyzed at the subtest level rather than relying solely on overall pass rates. The EPP reviews multi-year trends to identify patterns in candidate strengths and areas requiring instructional refinement. After analyzing the data, we found that candidates consistently demonstrated strengths in Subtest V (Analysis of Instructional Scenarios) and Subtest IV (Professional Development and Leadership). This indicates strong applied pedagogical reasoning and professional responsibility, reflecting strengths in classroom decision-making and professional engagement. Subtest III (Assessment) showed significant improvement over time, increasing from 62.00% in 2022–2023 to 80.50% in 2024–2025.

Relatively lower and more variable performance was observed in Subtest I (Students as Learners) and Subtest II (Instructional Process). Although scores remain within acceptable ranges, the year-to-year variability in these domains signaled a need for deeper emphasis on learner development theory and instructional design. Based on domain-level findings, the EPP implemented the following refinements:

- Assessment (Subtest III):

- Increased structured practice in formative and summative assessment design within methods coursework.
- Strengthened alignment checks between objectives, instruction, and assessment in lesson planning by adding ED 203 Utilizing Technology and Lesson Planning.

The upward trend in Subtest III performance reflects the effectiveness of these refinements.

- Students as Learners and Instructional Process (Subtests I & II):
  - Increased application such as case study assignments in methods courses.
  - Increased modeling of differentiation.

Domain-level analysis of PLT results provides indirect evidence of candidate readiness to positively influence P–12 student learning. Strength in assessment (Subtest III) and instructional scenario analysis (Subtest V) indicate that candidates are developing the ability to interpret student data, make informed instructional decisions, and adjust teaching practices to meet learner needs. Improvements in assessment literacy over the three-year period suggest increased candidate capacity to use formative and summative data to guide instruction, which is directly linked to student academic growth. Continued emphasis on learner development and instructional process domains further supports the EPP’s commitment to preparing completers who can design developmentally appropriate, differentiated instruction that promotes equitable learning outcomes for diverse P–12 students.







Year	Student	PRAXIS Test Number	Overall Score	Content Category I: Knowledge and Student Growth & Development	Percentage of Available Points Earned (Points Available x)	Content Category II: Management, Instruction, Communication	Percentage of Available Points Earned (Points Available x)	Content Category III: Planning, Instruction, Student Assessment	Percentage of Available Points Earned (Points Available x)	Content Category IV: Collaboration, Reflection, Technology	Percentage of Available Points Earned (Points Available x)	Content Category V: Instructional Design	Percentage of Available Points Earned (Points Available x)
2021-2022	Collyn Richardson	5095	170	17	71%	19	95%	17	85%	12	80%	6	50%
Possible Points:				24		21		20		15		12	
2022-2023	Ryan Sutton	5095	173	17	71%	13	65%	15	79%	13	76%	8	67%
Possible Points:				24		20		19		17		12	
(2 attempts)	Jalen Canada	5095	171	15	63%	16 (out of 21)	76%	19 (out of 20)	95%	11 (out of 15)	73%	9	75%
Possible Points:				24		21		20		17		12	
2023-2024	Allison Dutterer	5095	174	15	63%	12	60%	13	68%	17	100%	9	75%
Possible Points:				24		21		20		15		12	
2024-2025	Mike Peay	5095	174	19	79%	21	100%	19	95%	13	87%	5	42%
Possible Points:				24		21		20		15		12	
(3 attempts)	Sulli Pinson Cody Quarles	5095	179	22	92%	19	90%	18	90%	13	87%	7	58%
Possible Points:				24		21		20		15		12	



Year	Student	PRAXIS Test Number	Overall Score	I. United States History	II. World History	III. Government/Civics	IV. Economics	V. Geography	VI. Behavioral Sciences	VII. Short Content Essays
2021-2022										
no graduates										
2022-2023			Possible Points:	18	18	18	13	13	10	18
	Vanessa Harshaw	5086	164	14	12	11	4	10	8	15
			Percentage of Available Points Earned (Points Earned/Points Available x 100)	78%	67%	61%	31%	77%	80%	83%
2023-2024										
no graduates										
2024-2025										
no graduates										
		PRAXIS Test Number	Overall Score	I. United States History	II. World History	III. Geography	IV. Civics	V. Economics		
2025-2026			Possible Points:	35	26	16	27	15		
	Corey Johnston	5581	168	24	18	13	18	12		
			Percentage of Available Points Earned (Points Earned/Points Available x 100)	69%	69%	81%	67%	80%		





Program	Noticeable Trends- Strengths	Noticeable Trends- Areas for Growth	Limitations
Early Childhood	<p>Subcategories consistently with high scores- Knowledge of Teaching, Professionalism, Family, and Community (Test 5024)</p> <p>Scores high across all areas (Test 5025)</p> <p>Most students pass with first attempt</p>	<p>No consistency in lowest scoring areas for either test (5024 or 5025)</p> <p>1 student attempted Test 5024 5 times and Test 5025 2 times, with the most recent score on 5025 being one point shy</p>	<p>Small sample size- 2021-2022: 1 student 2022-2023: 3 students 2023-2024: 2 students 2024-2025: 4 students</p> <p>Test options changed in 2023-2024 school year; students now have two test options (5024 or 5025)</p>
Elementary	<p>Since 2023-2024, students have passed all tests on first attempt</p>	<p>In 2021-2022 and 2022-2023, students needed multiple attempts to pass various subtests- no specific trends</p>	<p>Small sample size- 2021-2022: 3 students 2022-2023: 1 student 2023-2024: 2 students 2024-2025: 1 student</p> <p>Test options changed in 2023-2024; students now have two test options (5000 series or 7800 series)</p>
Special Education	<p>Since implementation of new test (5355), consistently high scores in category of “Effective Planning and Instruction and Productive Learning Environments”</p> <p>Candidates pass on first attempt</p>	<p>With previous test (5543), 2/2 test takers scored lowest in the Assessment category, although one still scored above 70%</p> <p>Since new test (5355), t/3 students scored lowest in the category of Professional Learning, Practice, and Collaboration, although these students still scored 67% and 71% in this category</p>	<p>Small sample size- 2021-2022: 1 student 2022-2023: 1 student 2023-2024: no graduates 2024-2025: 3 students; one without data reported in system</p> <p>Test changed from 5543 to 5355, making comparisons between tests not exact</p>

<p>PE</p>	<p>Students tend to score highest in two categories; Management, Motivation, and Communication and Planning, Instruction, and Student Assessment</p> <p>Test has remained the same since 2021-2022 so trends can be tracked</p>	<p>Two students needed multiple attempts to pass; one with 2 attempts and one with 3 attempts</p> <p>Category of Instructional Design often receives the lowest score for students (below 60%)</p> <p>While the Management, Motivation, and Communication received the highest scores for 2 students, it also received the lowest score for 2 other students</p>	<p>Small sample size:  2021-2022- 1 student  2022-2023- 2 students  2023-2024- 1 student  2024-2025- 1 student</p>
<p>Math</p>	<p>No obvious strengths of certain categories. One out of two students scored highest in Calculus; the other scored highest in Statistics and Probability</p>	<p>No obvious areas for growth of certain categories. One out of two students scored lowest in Functions; the other scored lowest in Questions that Involve Tasks of Teaching Mathematics</p> <p>One student needed 3 attempts to pass</p>	<p>Small sample size:  2021-2022- no students  2022-2023- 1 student  2023-2024- 1 student  2024-2025- no students</p>
<p>Social Studies</p>	<p>No obvious strengths of certain categories. One out of two students scored highest in Short Content Essays and Behavioral Sciences; the other scored highest in Geography</p> <p>Candidates pass on first attempt</p>	<p>No obvious areas for growth in certain categories. One out of two students scored lowest in Economics; the other scored lowest in Civics</p>	<p>Small sample size:  2021-2022- no students  2022-2023- 1 student  2023-2024- no students  2024-2025- no students  2025-2026- 1 student (Mid year graduate)  Test options are 5086 and 5581, making comparisons between exams not exact</p>

English	Writing, Speaking, and Listening was a strength for the one student that took the exam  Candidate passed the first time	The Constructed Response category was an area of growth for the one student that took the exam	Small sample size: 2021-2022- no students 2022-2023- no students 2023-2024- 1 student 2024-2025- no students
Music	No obvious strengths of certain categories. One out of two students scored highest in Performance; the other scored highest in Instructional Activities (Constructed Response)	No obvious areas for growth in certain categories. One out of two students scored lowest in Music History and Theory; the other scored lowest in Instructional, Professional Issues, and Technology  1 student had 3 attempts before passing the exam	Small sample size: 2021-2022- 2 students 2022-2023- no students 2023-2024- no students 2024-2025- no students

The EPP systematically analyzes PRAXIS Content assessment data to monitor candidate performance at completion and inform program improvement. Overall, findings indicate that candidates across programs demonstrate strong content knowledge and are generally successful in passing required licensure examinations, frequently on the first attempt.

In Early Childhood Education, candidates consistently demonstrated strong performance in the areas of Knowledge of Teaching, Professionalism, and Family and Community on Test 5024, as well as strong overall performance on Test 5025. Most candidates passed on their first attempt. Although no consistent lowest-scoring subcategory was identified, isolated cases of multiple test attempts were noted. Due to small cohort sizes and the implementation of two test options beginning in 2023–2024, longitudinal comparisons are limited.

Elementary Education data indicate marked improvement in first-attempt pass rates since 2023–2024, with all candidates passing required assessments on their initial attempt. In earlier years, some candidates required multiple attempts; however, no consistent content-area deficiencies were identified. The introduction of two test series options (5000 and 7800) further limits direct comparison across reporting years.

In Special Education, candidates taking the updated assessment (5355) have demonstrated consistent strength in Effective Planning, Instruction, and Productive Learning Environments. Under the previous assessment (5543), Assessment was identified as a relatively lower scoring area; however, performance remained above minimum thresholds. On the new assessment, Professional Learning, Practice, and Collaboration emerged as the lowest-scoring category, though candidate performance remained within acceptable ranges. The recent test transition and small sample sizes limit trend analysis.

Physical Education candidates consistently performed strongest in Management, Motivation, and Communication and Planning, Instruction, and Student Assessment. Instructional Design has been the most frequently identified area for growth. Although the assessment has remained stable since 2021–2022, small cohort sizes limit generalizability.

For Mathematics, Social Studies, English, and Music, limited enrollment resulted in insufficient data to identify stable trends. Candidate performance varied by individual, with no consistent patterns of strengths or weaknesses across subcategories. In English, Writing, Speaking, and Listening was identified as a strength for the single test-taker, while Constructed Response was an area for growth. In Music, individual variation was observed across Performance, Instructional Activities, Music History and Theory, and Professional Issues.

#### Limitations:

Across all programs, small sample sizes significantly limit the ability to draw broad conclusions or identify statistically reliable trends. Additionally, changes in test versions and the availability of multiple testing options reduce comparability across years.

#### Use of Data for Continuous Improvement:

The EPP uses PRAXIS subcategory data to identify potential content gaps, and inform program-level discussions regarding curriculum alignment and instructional emphasis. Areas identified for growth—such as Instructional Design, Assessment, and Professional Collaboration—are considered by program faculty to determine whether curricular adjustments are needed.