



Praxis Test: 0411 Educational Leadership: Administration and Supervision

	Number of Examinees	Pass Rate (Cut Score 145)	Median	Mean	Standard Deviation	Range
2015-16 Winthrop 2015-16	17	100.00%	174.0	172.4	12.11	193 - 149
2016-17 Winthrop 2016-17	20	100.00%	169.5	170.8	9.75	194 - 149
2017-18 Winthrop 2017-18	23	100.00%	170.0	170.0	7.35	188 - 158
South Carolina (2017-18)	353	96.32%	164.0	164.2	10.99	190 - 127
National (2017-18)	3,921	94.59%	165.0	164.4	12.34	198 - 100



Category Sub-scores - Test: 0411 Ed Leadership: Administration and Supervision
Testing period: 09/01/2016 - 08/31/2017

	Points Available Range	Average % Correct			(lowest) 1st Quartile		2nd Quartile		3rd Quartile		(highest) 4th Quartile	
		National	State/ Agency	Institution	N	%	N	%	N	%	N	%
Category: I. Vision and Goals	18 - 18	70.91	71.58	78.47	0	0	3	37.5	0	0	5	62.5
Category: II. Teaching and Learning	24 - 24	73.34	71.43	79.69	0	0	2	25	3	37.5	3	37.5
Category: III. Managing Organizational Systems and Safety	13 - 13	68.96	69.84	75.96	1	12.5	1	12.5	1	12.5	5	62.5
Category: IV. Collaborating with Key Stakeholders	12 - 12	66.93	69.37	73.96	0	0	1	12.5	4	50	3	37.5
Category: V. Ethics and Integrity	16 - 16	68.96	68.43	69.53	2	25	1	12.5	2	25	3	37.5
Category: VI. The Educational System	12 - 12	65.47	67.55	78.13	0	0	1	12.5	1	12.5	6	75



Category Sub-scores - Test: 0411 Ed Leadership: Administration and Supervision
Testing period: 09/01/2017 - 08/31/2018

	Points Available Range	Average % Correct			(lowest) 1st Quartile		2nd Quartile		3rd Quartile		(highest) 4th Quartile	
		National	State/ Agency	Institution	N	%	N	%	N	%	N	%
Category: I. Vision and Goals	18 - 18	71.9	72.1	74.15	3	13.04	3	13.04	13	56.52	4	17.39
Category: II. Teaching and Learning	24 - 24	72.81	70.72	75.72	1	4.35	6	26.09	6	26.09	10	43.48
Category: III. Managing Organizational Systems and Safety	13 - 13	70.02	71.1	72.91	3	13.04	3	13.04	3	13.04	14	60.87
Category: IV. Collaborating with Key Stakeholders	12 - 12	66.8	67.16	71.38	3	13.04	3	13.04	6	26.09	11	47.83
Category: V. Ethics and Integrity	16 - 16	69.58	70.13	74.18	2	8.7	1	4.35	10	43.48	10	43.48
Category: VI. The Educational System	12 - 12	67.38	68.67	75.36	2	8.7	0	0	4	17.39	17	73.91



Winthrop University Educator Preparation Program students, by and large, perform quite well on the Praxis teacher licensure exams. The average scores for Winthrop University students exceed those evidenced by test takers throughout the State of South Carolina, which is illustrative of WU's preservice teachers content knowledge and preparedness to assume their professional roles.

Middle level education and special education are in transition right now as we move from its two areas of specialization to one. Fewer recent students are taking multiple specialized area tests as a requirement (although some students still decide to try them). Winthrop student scored above the state and national averages for all tests except for biology (where we had a 100% pass rate), and a couple of the special education specialization tests (where the n is very small).



Winthrop University Praxis Subject Tests Results

This table includes new students in an initial teacher education certification/licensure program taking praxis subject tests. Three cohort years are included: 2015-16, 2016-17, and 2017-18. The tests were taken during those three cohort years.

Test Name	# Took Test	Overall Pass rate	# Passed 1st Try	% Passed First Try	SC State Passing (Cut) Score	Winthrop Mean Score	SC Mean Score	National Mean Score
ELEM: Reading and Language Arts Subtest	31	96.7%	28	90.3%	157	175.5	170	168
ELEM: Mathematics Subtest	32	93.5%	28	87.5%	157	180.5	176	171
ELEM: Social Studies Subtest	30	100.0%	22	73.3%	155	170.8	165	163
ELEM: Science Subtest	31	96.6%	24	77.4%	159	172.2	169	167
Elementary Education: Instructional Practice and Applications	4	100.0%	4	100.0%	155	181.8	168	168
Education of Young Children	40	94.7%	35	87.5%	160	171.4	169	168
English Language Arts: Content and Analysis	21	100.0%	19	90.5%	168	180.4	172	173
Middle School English Language Arts	6	100.0%	3	50.0%	164	177.5	161	162
Social Studies: Cont and Interp	12	100.0%	8	66.7%	153	168.7	161	159
Middle School Social Studies	10	100.0%	6	60.0%	155	173.1	166	165
Phys Ed: Content and Design	10	87.5%	5	50.0%	169	172.1	166	166
Music: Content and Instruction	9	88.9%	8	88.9%	162	169.3	163	164
Art: Content and Analysis	17	100.0%	14	82.4%	161	171.3	165	163
Mathematics: Content Knowledge	6	100.0%	4	66.7%	150	162.1	155	153
Middle School Mathematics	9	100.0%	5	55.6%	165	178.0	169	167
French: World Language	1	100.0%	1	100.0%	162	181.0	171	170
Biology: Content Knowledge	5	100.0%	5	100.0%	148	163.6	164	163
Special Ed: Teaching Students with Intellectual Disabilities	1	100.0%	1	100.0%	143	170.0	179	
Special Ed: Core Knowledge Applic	2	100.0%	2	100.0%	151	179.0	176	172
Special Ed: Teach Stud w/ BD/ED	1	100.0%	1	100.0%	154	196.0	178	172
Special Ed: Teach Students w/LD	1	100.0%	1	100.0%	151	184.0	171	167
Middle School Science	4	66.7%	2	50.0%	150	158.0	152	156
Special Ed: Core Know Sev Prof App	2	100.0%	2	100.0%	158	169.0	179	176
Theatre	6	100.0%	6	100.0%	157	171.0	170	170



edTPA Scores

The edTPA examination assesses pre-service teacher candidates' competencies in three key professional realms: instruction, planning and assessment. Each of the three competencies are assessed using five rubrics - scored on a scale from "1" to "5" -- for a total of 15 rubric scores per test taker. A score of "1" indicates a candidate is not ready to perform the skill at the level required of a beginning teacher, and a score of "2" indicates a candidate needs additional practice in order to perform the skill at the level required by beginning teachers. A score of "3" indicates a candidate is performing a skill at a level consistent with that of beginning teachers, and a score of "4" indicates a candidate has a substantive set of knowledge and skills for the competency assessed. Finally, a score of "5" indicates a candidate is performing at a highly accomplished level



Summation of Results

A three-term summary of edTPA scores is presented in the table below (spring 2018, fall 2018, and spring 2019). "Providing Feedback to Guide Further Learning," Rubric 12, was an area in which most Winthrop University (WU) pre-service teachers performed well. Similarly, "Using Knowledge of Students to Inform Teaching and Learning," or Rubric 3, was an area in which virtually all WU pre-service teachers scored a "3" or above. In addition, these preservice teachers performed well, the majority of the time, on Rubrics 1 and 6, "Planning for Content Understandings" and the "Learning Environment," respectively.

As evidenced by WU preservice teachers 2018 - 19 edTPA scores, Rubric 13, "Students Understanding and Use of Feedback" was an area that posed the greatest challenge. Rubrics 9 & 10, "Subject-Specific Pedagogy" and "Analyzing Teaching Effectiveness" were areas of relative weakness, respectively.

Following this table is a more detailed summary of results from spring 2019. Students final scores are shown along with their initial scores, and a national average. Winthrop students scored at or above the national average on all measures.



edTPA Three Term Summary by Level (Spring 2018, Fall 2018, and Spring 2019)

	Combined Undergraduate							Combined MAT							All Enrolled						
	Three Term Summary							Three Term Summary							Three Term Summary						
	1	2	3	4	5	n	Avg	1	2	3	4	5	n	Avg	1	2	3	4	5	n	Avg
1. Planning for Content Understandings	1%	3%	68%	26%	2%	241	3.26	0%	6%	71%	22%	0%	49	3.16	1%	3%	69%	25%	2%	290	3.24
2. Planning to Support Varied Learners' Needs	2%	12%	63%	22%	2%	241	3.10	4%	14%	57%	22%	2%	49	3.04	2%	12%	62%	22%	2%	290	3.09
3. Using Knowledge of Students to Inform Teaching and Learning	0%	5%	63%	30%	2%	241	3.28	0%	6%	73%	20%	0%	49	3.14	0%	6%	65%	28%	1%	290	3.26
4. Identifying and Supporting Language Demands	1%	11%	71%	17%	0%	241	3.06	0%	10%	67%	23%	0%	48	3.13	1%	11%	70%	18%	0%	289	3.07
5. Planning Assessments to Monitor and Support Student Learning	2%	10%	66%	20%	1%	241	3.08	2%	4%	73%	20%	0%	49	3.12	2%	9%	68%	20%	1%	290	3.09
6. Learning Environment	0%	1%	85%	12%	2%	241	3.14	0%	0%	80%	18%	2%	49	3.22	0%	1%	84%	13%	2%	290	3.16
7. Engaging Students in Learning	0%	10%	70%	19%	1%	241	3.12	0%	12%	63%	24%	0%	49	3.12	0%	10%	69%	20%	1%	290	3.12
8. Deepening Student Learning	0%	12%	70%	15%	2%	241	3.07	0%	22%	55%	20%	2%	49	3.02	0%	14%	67%	16%	2%	290	3.07
9. Subject-Specific Pedagogy	1%	17%	63%	17%	1%	241	2.99	0%	14%	69%	16%	0%	49	3.02	1%	17%	64%	17%	1%	290	2.99
10. Analyzing Teaching Effectiveness	0%	22%	66%	12%	0%	241	2.91	0%	37%	51%	12%	0%	49	2.76	0%	24%	64%	12%	0%	290	2.88
11. Analysis of Student Learning	1%	15%	57%	26%	2%	241	3.13	0%	10%	55%	33%	2%	49	3.27	1%	14%	57%	27%	2%	290	3.16
12. Providing Feedback to Guide Learning	4%	9%	43%	41%	3%	241	3.32	0%	8%	39%	49%	4%	49	3.49	3%	9%	42%	42%	3%	290	3.34
13. Student Use of Feedback	3%	26%	56%	15%	0%	241	2.83	0%	39%	45%	16%	0%	49	2.78	3%	28%	54%	16%	0%	290	2.82
14. Analyzing Students' Language Use and Content Learning	1%	13%	66%	19%	0%	241	3.05	0%	25%	58%	17%	0%	48	2.92	1%	15%	65%	19%	0%	289	3.03
15. Using Assessment to Inform Instruction	1%	13%	58%	27%	1%	241	3.14	0%	6%	78%	16%	0%	49	3.10	1%	12%	61%	26%	1%	290	3.13



edTPA Spring 2019 Detailed Summary

Winthrop Combined Final Scores Only

n = 131

	Planning for Content Understandings	Planning to Support Varied Student Needs	Using Knowledge of Students to Inform Teaching and Learning	Identifying and Supporting Language Demands	Planning Assessments to Monitor and Support Student Learning	Learning Environment	Engaging Students in Learning	Deepening Student Learning	Subject-Specific Pedagogy	Analyzing Teaching Effectiveness	Analysis of Student Learning	Providing Feedback to Guide Learning	Student Use of Feedback	Analyzing Students' Language Use and Content Learning	Using Assessment to Inform Instruction
	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15
MEAN	3.24	3.11	3.30	3.07	3.11	3.13	3.07	3.00	3.02	2.95	3.18	3.40	2.85	3.04	3.16
S.D.	0.60	0.72	0.60	0.53	0.60	0.39	0.57	0.58	0.60	0.59	0.67	0.82	0.71	0.60	0.68

Winthrop Initial Submission

n = 131

6 resubmissions; 2 due to condition codes (both T3); 4 needed to increase overall score (2 resubmitted T1; 1 resubmitted T2; 1 resubmitted T3)

	Planning for Content Understandings	Planning to Support Varied Student Needs	Using Knowledge of Students to Inform Teaching and Learning	Identifying and Supporting Language Demands	Planning Assessments to Monitor and Support Student Learning	Learning Environment	Engaging Students in Learning	Deepening Student Learning	Subject-Specific Pedagogy	Analyzing Teaching Effectiveness	Analysis of Student Learning	Providing Feedback to Guide Learning	Student Use of Feedback	Analyzing Students' Language Use and Content Learning	Using Assessment to Inform Instruction
	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15
MEAN	3.23	3.09	3.30	3.07	3.08	3.13	3.07	3.00	3.02	2.95	3.15	3.32	2.81	3.03	3.11
S.D.	0.63	0.73	0.61	0.53	0.65	0.40	0.57	0.58	0.60	0.59	0.76	0.93	0.81	0.61	0.79



2017 National Summary Information *
n = 34,786

	Planning for Content Understandings	Planning to Support Varied Student Needs	Using Knowledge of Students to Inform Teaching and Learning	Identifying and Supporting Language Demands	Planning Assessments to Monitor and Support Student Learning	Learning Environment	Engaging Students in Learning	Deepening Student Learning	Subject-Specific Pedagogy	Analyzing Teaching Effectiveness	Analysis of Student Learning	Providing Feedback to Guide Learning	Student Use of Feedback	Analyzing Students' Language Use and Content Learning	Using Assessment to Inform Instruction
	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15
MEAN	3.1	3.0	3.1	3.0	3.0	3.1	3.0	2.9	2.9	2.8	3.0	3.2	2.7	2.9	3.0
SD	0.6	0.7	0.7	0.7	0.7	0.4	0.6	0.6	0.7	0.6	0.8	0.9	0.8	0.7	0.7

Condition Codes are scored as a 0.

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