



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.

**https://secure.aacte.org/apps/rl/res_get.php?fid=4271&ref=edtpa*