

**Table 1.1.2 - InTASC and the Clinical Practice Evaluation Instrument Data Disaggregated by Specialty Licensure Area**  
Pre-School and Elementary Programs (Pages 1-2)

	InTASC Standards	State Standards	EPP Competencies	EPP Observation Instrument Learning Outcomes	Pre-School Education			Kindergarten to Third Grade			Fourth to Sixth Grade			Teaching English to Spanish Speakers			Special Education		
					2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
The Learner and Learning	1 Learner Development	5 Diversity and Special Needs	2 Knowledge of the Student and the Learning Process	<p><b>2A.</b> Knowledge of the diverse ways in which students develop cognitively, socially, emotionally and physically, and of the diverse ways they learn</p> <p><b>2C.</b> Knowledge and organization of strategies, resources and teaching-learning activities that address the diverse needs, interests and talents of students.</p>	N = 15 M = 8	N = 22 M = 8	N = 13 M = 8	N = 20 M = 7	N = 18 M = 7	N = 15 M = 7	N = 9 M = 7	N = 12 M = 7	N = 13 M = 7	N = 13 M = 7	N = 9 M = 7	N = 4 M = 7	N = 28 M = 8	N = 30 M = 7	N = 24 M = 7
	2 Learning Differences	5 Diversity and Special Needs	2 Knowledge of the Student and the Learning Process	<b>2B.</b> Knowledge of student profile and diversity: family, culture, and community, through the use of various information sources.	N = 15 M = 4	N = 22 M = 4	N = 13 M = 4	N = 20 M = 3	N = 18 M = 3	N = 15 M = 4	N = 9 M = 3	N = 12 M = 3	N = 13 M = 3	N = 13 M = 3	N = 9 M = 3	N = 4 M = 4	N = 28 M = 4	N = 30 M = 4	N = 24 M = 4
	3 Learning Environments	4 Learning Environment	5 Creation of Learning Environment	<p><b>5A.</b> Knowledge of individual and group behavior in order to create an emotional environment of respect for the student, his/her culture, and individuality, based on healthy living standards which promotes positive interactions among all students.</p> <p><b>5B.</b> Encouragement of active participation within the learning process among all students</p> <p><b>5C.</b> Organization of a healthy, safe, appropriate, and stimulating learning environment.</p>	N = 15 M = 12	N = 22 M = 12	N = 13 M = 11	N = 20 M = 11	N = 18 M = 11	N = 15 M = 11	N = 9 M = 11	N = 12 M = 11	N = 13 M = 11	N = 13 M = 11	N = 9 M = 11	N = 4 M = 11	N = 28 M = 12	N = 30 M = 12	N = 24 M = 11
Content Knowledge	4 Content Knowledge	3 Content Knowledge	1 Content Knowledge	<p><b>1A.</b> Broad and in depth knowledge of subject matter.</p> <p><b>1B.</b> Connections between subject matter and other disciplines.</p> <p><b>1C.</b> Integration of standards with subject matter.</p> <p><b>1D.</b> Organizes meaningful learning experiences for all students.</p>	N = 15 M = 16	N = 22 M = 15	N = 13 M = 15	N = 20 M = 13	N = 18 M = 14	N = 15 M = 14	N = 9 M = 13	N = 12 M = 13	N = 13 M = 14	N = 13 M = 15	N = 9 M = 14	N = 4 M = 14	N = 28 M = 15	N = 30 M = 15	N = 24 M = 14
	5 Application of Content	3 Instructional Strategies	4 Implementation of Teaching and Research	<p><b>4B.</b> Selection and use of teaching practices, strategies, methods, and materials in order to promote of critical thinking and problem-solving skills in all students</p> <p><b>4C.</b> Use and time distribution in order to achieve an effective implementation of teaching and educational objectives.</p> <p><b>4D.</b> Research regarding the teaching and learning process in order to promote learning in all students.</p>	N = 15 M = 12	N = 22 M = 12	N = 13 M = 11	N = 20 M = 9	N = 18 M = 10	N = 15 M = 10	N = 9 M = 10	N = 12 M = 9	N = 13 M = 10	N = 13 M = 10	N = 9 M = 10	N = 4 M = 9	N = 28 M = 11	N = 30 M = 11	N = 24 M = 11
na	6 Assessment	6 Evaluation and	8 Assessment of	<b>8A</b> Selection, development, adaptation, integration and	N = 15	N = 22	N = 13	N = 20	N = 18	N = 15	N = 9	N = 12	N = 13	N = 13	N = 9	N = 4	N = 28		N = 24

InTASC Standards	State Standards	EPP Competencies	EPP Observation Instrument Learning Outcomes	Pre-School Education			Kindergarten to Third Grade			Fourth to Sixth Grade			Teaching English to Spanish Speakers			Special Education			
				2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	
	Assessment	learning	use of different means and techniques to gather information to assess learning that are appropriate and fair to all students. <b>8B.</b> Analysis of the information collected to make decisions regarding continuous learning and development of each student and about his/her educational practices. <b>8C.</b> Development and implementation of appropriate, fair and ethical procedures to evaluate students. <b>8D.</b> Organizes and clearly communicates assessment results to students and families.	M = 15 Met 12-16	M = 14 Met 12-16	M = 15 Met 12-16	M = 13 Met 12-16	M = 13 Met 12-16	M = 14 Met 12-16	M = 13 Met 12-16	M = 13 Met 12-16	M = 13 Met 12-16	M = 13 Met 12-16	M = 14 Met 12-16	M = 11 Met 12-16	M = 15 Met 12-16	N = 30 M = 15 Met 12-16	M = 14 Met 12-16	
	7 Planning for Instruction	2 Pedagogical Knowledge	3 Planning for Instruction	<b>3A</b> Alignment of objectives and instructional activities with the standards of subject matter and curriculum goals. <b>3B.</b> Selection and sequencing of appropriate teaching activities that are pertinent for the students and community, and the attainment of the objectives. <b>3C.</b> Short and long term planning according to curriculum goals and knowledge of students and their community. <b>3D.</b> Planning the use and distribution of time to achieve the learning objectives.	N = 15 M = 16 Met 12-16	N = 22 M = 15 Met 12-16	N = 13 M = 15 Met 12-16	N = 20 M = 14 Met 12-16	N = 18 M = 14 Met 12-16	N = 15 M = 15 Met 12-16	N = 9 M = 13 Met 12-16	N = 12 M = 13 Met 12-16	N = 13 M = 14 Met 12-16	N = 13 M = 14 Met 12-16	N = 9 M = 14 Met 12-16	N = 4 M = 12 Met 12-16	N = 28 M = 15 Met 12-16	N = 30 M = 15 Met 12-16	N = 24 M = 15 Met 12-16
	8 Instructional Strategies	3 Instructional Strategies	4 Implementation of Teaching and Research	<b>4A.</b> Selection and use of a variety of appropriate teaching practices, strategies, and methods to promote learning among all students according to their different needs, talents, interests, and developmental levels.	N = 15 M = 4 Met 3-4	N = 22 M = 4 Met 3-4	N = 13 M = 4 Met 3-4	N = 20 M = 3 Met 3-4	N = 18 M = 4 Met 3-4	N = 15 M = 4 Met 3-4	N = 9 M = 3 Met 3-4	N = 12 M = 3 Met 3-4	N = 13 M = 4 Met 3-4	N = 13 M = 4 Met 3-4	N = 9 M = 4 Met 3-4	N = 4 M = 3 Met 3-4	N = 28 M = 4 Met 3-4	N = 30 M = 4 Met 3-4	N = 24 M = 4 Met 3-4
Professional Responsibility	9 Professional Learning and Ethical Practice	11 Professional Development	10 Professional Development and Performance	<b>10A.</b> Reflections on professional responsibilities, its practice and the effect of his/her decisions and actions on students, families, colleagues and the community at large based on the ethical principles of his/her profession and specialty. <b>10B.</b> Professional responsibility with academic requirements of the practicum experience. <b>10C.</b> Actively seeks his/her own professional Development	N = 15 M = 12 Met 9-12	N = 22 M = 11 Met 9-12	N = 13 M = 11 Met 9-12	N = 20 M = 10 Met 9-12	N = 18 M = 11 Met 9-12	N = 15 M = 11 Met 9-12	N = 9 M = 10 Met 9-12	N = 12 M = 10 Met 9-12	N = 13 M = 10 Met 9-12	N = 13 M = 11 Met 9-12	N = 9 M = 11 Met 9-12	N = 4 M = 10 Met 9-12	N = 28 M = 11 Met 9-12	N = 30 M = 11 Met 9-12	N = 24 M = 11 Met 9-12
	10 Leadership and Collaboration	9 Family and Community	9 Community Relationship	<b>9A.</b> Knowledge of the various social contexts that condition education and the consideration of these in educational practice to support his/her learning and the welfare of all students. <b>9B.</b> Collaborative interaction with colleagues, families, the school community and other institutions to support the learning and the welfare of all students. <b>9C.</b> Participation in whole school activities.	N = 15 M = 12 Met 9-12	N = 22 M = 12 Met 9-12	N = 13 M = 11 Met 9-12	N = 20 M = 10 Met 9-12	N = 18 M = 11 Met 9-12	N = 15 M = 11 Met 9-12	N = 9 M = 10 Met 9-12	N = 12 M = 10 Met 9-12	N = 13 M = 10 Met 9-12	N = 13 M = 11 Met 9-12	N = 9 M = 11 Met 9-12	N = 4 M = 11 Met 9-12	N = 28 M = 11 Met 9-12	N = 30 M = 11 Met 9-12	N = 24 M = 11 Met 9-12

Table 1.1.2 - InTASC and the Clinical Practice Evaluation Instrument Data Disaggregated by Specialty Licensure Area

## Secondary Education Teaching English to Spanish Speakers, Mathematics, Spanish, Biology and Physics (Pages 3-4)

	InTASC Standards	State Standards	EPP Competencies	EPP Observation Instrument Learning Outcomes	Secondary Education Teaching English to Spanish Speakers			Secondary Education Mathematics			Secondary Education Spanish			Secondary Education Biology			Secondary Education Physics		
					2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
The Learner and Learning	1 Learner Development	5 Diversity and Special Needs	2 Knowledge of the Student and the Learning Process	<p><b>2A.</b> Knowledge of the diverse ways in which students develop cognitively, socially, emotionally and physically, and of the diverse ways they learn</p> <p><b>2C.</b> Knowledge and organization of strategies, resources and teaching-learning activities that address the diverse needs, interests and talents of students.</p>	N = 14 M = 7	N = 16 M = 7	N = 22 M = 7	N = 16 M = 7	N = 12 M = 7	N = 7 M = 7	N = 14 M = 7	N = 20 M = 7	N = 14 M = 8	N = 1 M = 6	N = 3 M = 5	N = 3 M = 6	N = 1 M = 7	N = 1 M = 6	N = 0 M =
	2 Learning Differences	5 Diversity and Special Needs	2 Knowledge of the Student and the Learning Process	<b>2B.</b> Knowledge of student profile and diversity: family, culture, and community, through the use of various information sources.	N = 14 M = 3	N = 16 M = 3	N = 22 M = 3	N = 16 M = 3	N = 12 M = 3	N = 7 M = 4	N = 14 M = 4	N = 20 M = 4	N = 14 M = 4	N = 1 M = 2	N = 3 M = 3	N = 3 M = 3	N = 1 M = 4	N = 1 M = 3	N = 0 M =
	3 Learning Environments	4 Learning Environment	5 Creation of Learning Environment	<p><b>5A.</b> Knowledge of individual and group behavior in order to create an emotional environment of respect for the student, his/her culture, and individuality, based on healthy living standards which promotes positive interactions among all students.</p> <p><b>5B.</b> Encouragement of active participation within the learning process among all students</p> <p><b>5C.</b> Organization of a healthy, safe, appropriate, and stimulating learning environment.</p>	N = 14 M = 11	N = 16 M = 11	N = 22 M = 11	N = 16 M = 11	N = 12 M = 10	N = 7 M = 11	N = 14 M = 11	N = 20 M = 11	N = 14 M = 11	N = 1 M = 8	N = 3 M = 8	N = 3 M = 9	N = 1 M = 12	N = 1 M = 11	N = 0 M =
Content Knowledge	4 Content Knowledge	3 Content Knowledge	1 Content Knowledge	<p><b>1A.</b> Broad and in depth knowledge of subject matter.</p> <p><b>1B.</b> Connections between subject matter and other disciplines.</p> <p><b>1C.</b> Integration of standards with subject matter.</p> <p><b>1D.</b> Organizes meaningful learning experiences for all students.</p>	N = 14 M = 14	N = 16 M = 14	N = 22 M = 14	N = 16 M = 14	N = 12 M = 13	N = 7 M = 14	N = 14 M = 14	N = 20 M = 14	N = 14 M = 15	N = 1 M = 11	N = 3 M = 11	N = 3 M = 12	N = 1 M = 15	N = 1 M = 12	N = 0 M =
	5 Application of Content	3 Instructional Strategies	4 Implementation of Teaching and Research	<p><b>4B.</b> Selection and use of teaching practices, strategies, methods, and materials in order to promote of critical thinking and problem-solving skills in all students</p> <p><b>4C.</b> Use and time distribution in order to achieve an effective implementation of teaching and educational objectives.</p> <p><b>4D.</b> Research regarding the teaching and learning process in order to promote learning in all students.</p>	N = 14 M = 9	N = 16 M = 10	N = 22 M = 10	N = 16 M = 9	N = 12 M = 8	N = 7 M = 9	N = 14 M = 11	N = 20 M = 11	N = 14 M = 11	N = 1 M = 8	N = 3 M = 9	N = 3 M = 9	N = 1 M = 11	N = 1 M = 9	N = 0 M =
6 Assessment	6 Evaluation and Assessment	8 Assessment of learning	<b>8A</b> Selection, development, adaptation, integration and use of different means and techniques to gather	N = 14 M = 13	N = 16 M = 13	N = 22 M = 14	N = 16 M = 14	N = 12 M = 13	N = 7 M = 14	N = 14 M = 15	N = 20 M = 14	N = 14 M = 15	N = 1 M = 10	N = 3 M = 12	N = 3 M = 11	N = 1 M = 14	N = 1 M = 12	N = 0 M =	

InTASC Standards	State Standards	EPP Competencies	EPP Observation Instrument Learning Outcomes	Secondary Education Teaching English to Spanish Speakers			Secondary Education Mathematics			Secondary Education Spanish			Secondary Education Biology			Secondary Education Physics		
				2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
			information to assess learning that are appropriate and fair to all students. <b>8B.</b> Analysis of the information collected to make decisions regarding continuous learning and development of each student and about his/her educational practices. <b>8C.</b> Development and implementation of appropriate, fair and ethical procedures to evaluate students. <b>8D.</b> Organizes and clearly communicates assessment results to students and families.	Met 12-16	Met 12-16	Met 12-16	Met 12-16	Met 12-16	Met 12-16	Met 12-16	Met 12-16	Met 12-16	Met 12-16	Met 12-16	Met 12-16	Met 12-16	Met 12-16	Met 12-16
7 Planning for Instruction	2 Pedagogical Knowledge	3 Planning for Instruction	<b>3A.</b> Alignment of objectives and instructional activities with the standards of subject matter and curriculum goals. <b>3B.</b> Selection and sequencing of appropriate teaching activities that are pertinent for the students and community, and the attainment of the objectives. <b>3C.</b> Short and long term planning according to curriculum goals and knowledge of students and their community. <b>3D.</b> Planning the use and distribution of time to achieve the learning objectives.	N = 14 M = 14  Met 12-16	N = 16 M = 14  Met 12-16	N = 22 M = 14  Met 12-16	N = 16 M = 14  Met 12-16	N = 12 M = 12  Met 12-16	N = 7 M = 14  Met 12-16	N = 14 M = 14  Met 12-16	N = 20 M = 15  Met 12-16	N = 14 M = 15  Met 12-16	N = 1 M = 11  Met 12-16	N = 3 M = 12  Met 12-16	N = 3 M = 12  Met 12-16	N = 1 M = 15  Met 12-16	N = 1 M = 13  Met 12-16	N = 0 M =  Met 12-16
8 Instructional Strategies	3 Instructional Strategies	4 Implementation of Teaching and Research	<b>4A.</b> Selection and use of a variety of appropriate teaching practices, strategies, and methods to promote learning among all students according to their different needs, talents, interests, and developmental levels.	N = 14 M = 3  Met 3-4	N = 16 M = 4  Met 3-4	N = 22 M = 4  Met 3-4	N = 16 M = 3  Met 3-4	N = 12 M = 3  Met 3-4	N = 7 M = 3  Met 3-4	N = 14 M = 4  Met 3-4	N = 20 M = 4  Met 3-4	N = 14 M = 4  Met 3-4	N = 1 M = 3  Met 3-4	N = 3 M = 3  Met 3-4	N = 3 M = 3  Met 3-4	N = 1 M = 4  Met 3-4	N = 1 M = 4  Met 3-4	N = 0 M =  Met 3-4
Professional Responsibility	9 Professional Learning and Ethical Practice	10 Professional Development and Performance	<b>10A.</b> Reflections on professional responsibilities, its practice and the effect of his/her decisions and actions on students, families, colleagues and the community at large based on the ethical principles of his/her profession and specialty. <b>10B.</b> Professional responsibility with academic requirements of the practicum experience. <b>10C.</b> Actively seeks his/her own professional Development	N = 14 M = 10  Met 9-12	N = 16 M = 11  Met 9-12	N = 22 M = 11  Met 9-12	N = 16 M = 11  Met 9-12	N = 12 M = 10  Met 9-12	N = 7 M = 10  Met 9-12	N = 14 M = 11  Met 9-12	N = 20 M = 11  Met 9-12	N = 14 M = 11  Met 9-12	N = 1 M = 11  Met 9-12	N = 3 M = 8  Met 9-12	N = 3 M = 9  Met 9-12	N = 1 M = 12  Met 9-12	N = 1 M = 12  Met 9-12	N = 0 M =  Met 9-12
	10 Leadership and Collaboration	9 Family and Community	9 Community Relationship	<b>9A.</b> Knowledge of the various social contexts that condition education and the consideration of these in educational practice to support his/her learning and the welfare of all students. <b>9B.</b> Collaborative interaction with colleagues, families, the school community and other institutions to support the learning and the welfare of all students. <b>9C.</b> Participation in whole school activities.	N = 14 M = 10  Met 9-12	N = 16 M = 10  Met 9-12	N = 22 M = 11  Met 9-12	N = 16 M = 10  Met 9-12	N = 12 M = 9  Met 9-12	N = 7 M = 11  Met 9-12	N = 14 M = 11  Met 9-12	N = 20 M = 11  Met 9-12	N = 14 M = 11  Met 9-12	N = 1 M = 11  Met 9-12	N = 3 M = 9  Met 9-12	N = 3 M = 10  Met 9-12	N = 1 M = 12  Met 9-12	N = 1 M = 12  Met 9-12

Table 1.1.2 - InTASC and the Clinical Practice Evaluation Instrument Data Disaggregated by Specialty Licensure Area

## Secondary Education Chemistry, Science, Family Ecology, Physical Education and Business Education (Pages 5-6)

	InTASC Standards	State Standards	EPP Competencies	EPP Observation Instrument Learning Outcomes	Secondary Education Chemistry			Secondary Education Science			Secondary Education Family Ecology			Secondary Education Physical Education			Secondary Education Business Education and Secretary		
					2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
The Learner and Learning	1 Learner Development	5 Diversity and Special Needs	2 Knowledge of the Student and the Learning Process	<p><b>2A.</b> Knowledge of the diverse ways in which students develop cognitively, socially, emotionally and physically, and of the diverse ways they learn</p> <p><b>2C.</b> Knowledge and organization of strategies, resources and teaching-learning activities that address the diverse needs, interests and talents of students.</p>	N = 0 M =	N = 3 M = 7	N = 2 M = 6	N = 3 M = 7	N = 3 M = 6	N = 7 M = 6	N = 5 M = 7	N = 1 M = 8	N = 1 M = 6	N = 8 M = 8	N = 20 M = 8	N = 12 M = 7	N = 3 M = 7	N = 2 M = 6	N = 0 M =
	2 Learning Differences	5 Diversity and Special Needs	2 Knowledge of the Student and the Learning Process	<b>2B.</b> Knowledge of student profile and diversity: family, culture, and community, through the use of various information sources.	N = 0 M =	N = 3 M = 4	N = 2 M = 3	N = 3 M = 3	N = 3 M = 3	N = 7 M = 3	N = 5 M = 4	N = 1 M = 3	N = 1 M = 3	N = 8 M = 4	N = 20 M = 4	N = 12 M = 3	N = 3 M = 4	N = 2 M = 3	N = 0 M =
	3 Learning Environments	4 Learning Environment	5 Creation of Learning Environment	<p><b>5A.</b> Knowledge of individual and group behavior in order to create an emotional environment of respect for the student, his/her culture, and individuality, based on healthy living standards which promotes positive interactions among all students.</p> <p><b>5B.</b> Encouragement of active participation within the learning process among all students</p> <p><b>5C.</b> Organization of a healthy, safe, appropriate, and stimulating learning environment.</p>	N = 0 M =	N = 3 M = 12	N = 2 M = 11	N = 3 M = 11	N = 3 M = 10	N = 7 M = 10	N = 5 M = 12	N = 1 M = 12	N = 1 M = 9	N = 8 M = 11	N = 20 M = 11	N = 12 M = 12	N = 3 M = 12	N = 2 M = 12	N = 0 M =
Content Knowledge	4 Content Knowledge	3 Content Knowledge	1 Content Knowledge	<p><b>1A.</b> Broad and in depth knowledge of subject matter.</p> <p><b>1B.</b> Connections between subject matter and other disciplines.</p> <p><b>1C.</b> Integration of standards with subject matter.</p> <p><b>1D.</b> Organizes meaningful learning experiences for all students.</p>	N = 0 M =	N = 3 M = 16	N = 2 M = 13	N = 3 M = 13	N = 3 M = 13	N = 7 M = 12	N = 5 M = 15	N = 1 M = 16	N = 1 M = 12	N = 8 M = 14	N = 20 M = 14	N = 12 M = 14	N = 3 M = 15	N = 2 M = 15	N = 0 M =
	5 Application of Content	3 Instructional Strategies	4 Implementation of Teaching and Research	<p><b>4B.</b> Selection and use of teaching practices, strategies, methods, and materials in order to promote of critical thinking and problem-solving skills in all students</p> <p><b>4C.</b> Use and time distribution in order to achieve an effective implementation of teaching and educational objectives.</p> <p><b>4D.</b> Research regarding the teaching and learning process in order to promote learning in all students.</p>	N = 0 M =	N = 3 M = 12	N = 2 M = 11	N = 3 M = 10	N = 3 M = 8	N = 7 M = 8	N = 5 M = 11	N = 1 M = 11	N = 1 M = 9	N = 8 M = 10	N = 20 M = 10	N = 12 M = 10	N = 3 M = 11	N = 2 M = 11	N = 0 M =
na	6 Assessment	6 Evaluation and	8 Assessment of	<b>8A</b> Selection, development, adaptation, integration and	N = 0	N = 3	N = 2	N = 3	N = 3	N = 7	N = 5	N = 1	N = 1	N = 8	N = 20	N = 12	N = 3	N = 2	N = 0

	InTASC Standards	State Standards	EPP Competencies	EPP Observation Instrument Learning Outcomes	Secondary Education Chemistry			Secondary Education Science			Secondary Education Family Ecology			Secondary Education Physical Education			Secondary Education Business Education and Secretary		
					2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
		Assessment	learning	use of different means and techniques to gather information to assess learning that are appropriate and fair to all students. <b>8B.</b> Analysis of the information collected to make decisions regarding continuous learning and development of each student and about his/her educational practices. <b>8C.</b> Development and implementation of appropriate, fair and ethical procedures to evaluate students. <b>8D.</b> Organizes and clearly communicates assessment results to students and families.	M = Met 12-16	M = 16 Met 12-16	M = 14 Met 12-16	M = 13 Met 12-16	M = 13 Met 12-16	M = 13 Met 12-16	M = 14 Met 12-16	M = 15 Met 12-16	M = 12 Met 12-16	M = 14 Met 12-16	M = 14 Met 12-16	M = 14 Met 12-16	M = 15 Met 12-16	M = 14 Met 12-16	M = Met 12-16
	7 Planning for Instruction	2 Pedagogical Knowledge	3 Planning for Instruction	<b>3A.</b> Alignment of objectives and instructional activities with the standards of subject matter and curriculum goals. <b>3B.</b> Selection and sequencing of appropriate teaching activities that are pertinent for the students and community, and the attainment of the objectives. <b>3C.</b> Short and long term planning according to curriculum goals and knowledge of students and their community. <b>3D.</b> Planning the use and distribution of time to achieve the learning objectives.	N = 0 M = Met 12-16	N = 3 M = 16 Met 12-16	N = 2 M = 14 Met 12-16	N = 3 M = 13 Met 12-16	N = 3 M = 13 Met 12-16	N = 7 M = 13 Met 12-16	N = 5 M = 14 Met 12-16	N = 1 M = 15 Met 12-16	N = 1 M = 12 Met 12-16	N = 8 M = 15 Met 12-16	N = 20 M = 15 Met 12-16	N = 12 M = 15 Met 12-16	N = 3 M = 15 Met 12-16	N = 2 M = 15 Met 12-16	N = 0 M = Met 12-16
	8 Instructional Strategies	3 Instructional Strategies	4 Implementation of Teaching and Research	<b>4A.</b> Selection and use of a variety of appropriate teaching practices, strategies, and methods to promote learning among all students according to their different needs, talents, interests, and developmental levels.	N = 0 M = Met 3-4	N = 3 M = 4 Met 3-4	N = 2 M = 3 Met 3-4	N = 3 M = 3 Met 3-4	N = 3 M = 3 Met 3-4	N = 7 M = 3 Met 3-4	N = 5 M = 4 Met 3-4	N = 1 M = 4 Met 3-4	N = 1 M = 3 Met 3-4	N = 8 M = 3 Met 3-4	N = 20 M = 3 Met 3-4	N = 12 M = 4 Met 3-4	N = 3 M = 4 Met 3-4	N = 2 M = 4 Met 3-4	N = 0 M = Met 3-4
Professional Responsibility	9 Professional Learning and Ethical Practice	11 Professional Development	10 Professional Development and Performance	<b>10A.</b> Reflections on professional responsibilities, its practice and the effect of his/her decisions and actions on students, families, colleagues and the community at large based on the ethical principles of his/her profession and specialty. <b>10B.</b> Professional responsibility with academic requirements of the practicum experience. <b>10C.</b> Actively seeks his/her own professional Development	N = 0 M = Met 9-12	N = 3 M = 12 Met 9-12	N = 2 M = 12 Met 9-12	N = 3 M = 10 Met 9-12	N = 3 M = 10 Met 9-12	N = 7 M = 10 Met 9-12	N = 5 M = 10 Met 9-12	N = 1 M = 12 Met 9-12	N = 1 M = 9 Met 9-12	N = 8 M = 9 Met 9-12	N = 20 M = 10 Met 9-12	N = 12 M = 11 Met 9-12	N = 3 M = 11 Met 9-12	N = 2 M = 11 Met 9-12	N = 0 M = Met 9-12
	10 Leadership and Collaboration	9 Family and Community	9 Community Relationship	<b>9A.</b> Knowledge of the various social contexts that condition education and the consideration of these in educational practice to support his/her learning and the welfare of all students. <b>9B.</b> Collaborative interaction with colleagues, families, the school community and other institutions to support the learning and the welfare of all students. <b>9C.</b> Participation in whole school activities.	N = 0 M = Met 9-12	N = 3 M = 12 Met 9-12	N = 2 M = 11 Met 9-12	N = 3 M = 10 Met 9-12	N = 3 M = 10 Met 9-12	N = 7 M = 10 Met 9-12	N = 5 M = 11 Met 9-12	N = 1 M = 12 Met 9-12	N = 1 M = 9 Met 9-12	N = 8 M = 12 Met 9-12	N = 20 M = 11 Met 9-12	N = 12 M = 11 Met 9-12	N = 3 M = 11 Met 9-12	N = 2 M = 10 Met 9-12	N = 0 M = Met 9-12

**Table 1.1.2 - InTASC and the Clinical Practice Evaluation Instrument Data Disaggregated by Specialty Licensure Area**  
Secondary Education History and Social Studies; K-12 Theater, Music and Art (Pages 7-8)

	InTASC Standards	State Standards	EPP Competencies	EPP Observation Instrument Learning Outcomes	Secondary Education History			Secondary Education Social Studies			K-12 Theater			K-12 Music			K-12 Art		
					2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
The Learner and Learning	1 Learner Development	5 Diversity and Special Needs	2 Knowledge of the Student and the Learning Process	<p><b>2A.</b> Knowledge of the diverse ways in which students develop cognitively, socially, emotionally and physically, and of the diverse ways they learn</p> <p><b>2C.</b> Knowledge and organization of strategies, resources and teaching-learning activities that address the diverse needs, interests and talents of students.</p>	N = 17 M = 6	N = 9 M = 6	N = 16 M = 6	N = 1 M = 5	N = 3 M = 6	N = 2 M = 6	N = 13 M = 7	N = 16 M = 7	N = 11 M = 8	N = 8 M = 7	N = 4 M = 7	N = 6 M = 7	N = 4 M = 7	N = 7 M = 7	N = 9 M = 7
	2 Learning Differences	5 Diversity and Special Needs	2 Knowledge of the Student and the Learning Process	<p><b>2B.</b> Knowledge of student profile and diversity: family, culture, and community, through the use of various information sources.</p>	N = 17 M = 3	N = 9 M = 3	N = 16 M = 3	N = 1 M = 3	N = 3 M = 3	N = 2 M = 3	N = 13 M = 3	N = 16 M = 4	N = 11 M = 4	N = 8 M = 4	N = 4 M = 4	N = 6 M = 3	N = 4 M = 4	N = 7 M = 4	N = 9 M = 4
	3 Learning Environments	4 Learning Environment	5 Creation of Learning Environment	<p><b>5A.</b> Knowledge of individual and group behavior in order to create an emotional environment of respect for the student, his/her culture, and individuality, based on healthy living standards which promotes positive interactions among all students.</p> <p><b>5B.</b> Encouragement of active participation within the learning process among all students</p> <p><b>5C.</b> Organization of a healthy, safe, appropriate, and stimulating learning environment.</p>	N = 17 M = 8	N = 9 M = 8	N = 16 M = 9	N = 1 M = 11	N = 3 M = 12	N = 2 M = 12	N = 13 M = 11	N = 16 M = 12	N = 11 M = 11	N = 8 M = 11	N = 4 M = 11	N = 6 M = 11	N = 4 M = 10	N = 7 M = 11	N = 9 M = 11
Content Knowledge	4 Content Knowledge	3 Content Knowledge	1 Content Knowledge	<p><b>1A.</b> Broad and in depth knowledge of subject matter.</p> <p><b>1B.</b> Connections between subject matter and other disciplines.</p> <p><b>1C.</b> Integration of standards with subject matter.</p> <p><b>1D.</b> Organizes meaningful learning experiences for all students.</p>	N = 17 M = 10	N = 9 M = 11	N = 16 M = 11	N = 1 M = 10	N = 3 M = 12	N = 2 M = 10	N = 13 M = 13	N = 16 M = 14	N = 11 M = 15	N = 8 M = 14	N = 4 M = 15	N = 6 M = 15	N = 4 M = 14	N = 7 M = 15	N = 9 M = 15
	5 Application of Content	3 Instructional Strategies	4 Implementation of Teaching and Research	<p><b>4B.</b> Selection and use of teaching practices, strategies, methods, and materials in order to promote of critical thinking and problem-solving skills in all students</p> <p><b>4C.</b> Use and time distribution in order to achieve an effective implementation of teaching and educational objectives.</p> <p><b>4D.</b> Research regarding the teaching and learning process in order to promote learning in all students.</p>	N = 17 M = 8	N = 9 M = 8	N = 16 M = 9	N = 1 M = 9	N = 3 M = 9	N = 2 M = 9	N = 13 M = 11	N = 16 M = 11	N = 11 M = 11	N = 8 M = 10	N = 4 M = 10	N = 6 M = 10	N = 4 M = 11	N = 7 M = 11	N = 9 M = 11

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Instructional Practice	6 Assessment	6 Evaluation and Assessment	8 Assessment of learning	<p><b>8A.</b> Selection, development, adaptation, integration and use of different means and techniques to gather information to assess learning that are appropriate and fair to all students.</p> <p><b>8B.</b> Analysis of the information collected to make decisions regarding continuous learning and development of each student and about his/her educational practices.</p> <p><b>8C.</b> Development and implementation of appropriate, fair and ethical procedures to evaluate students.</p> <p><b>8D.</b> Organizes and clearly communicates assessment results to students and families.</p>	N = 17 M = 11	N = 9 M = 12	N = 16 M = 11	N = 1 M = 10	N = 3 M = 12	N = 2 M = 12	N = 13 M = 14	N = 16 M = 14	N = 11 M = 15	N = 8 M = 15	N = 4 M = 16	N = 6 M = 16	N = 4 M = 13	N = 7 M = 15	N = 9 M = 14
	7 Planning for Instruction	2 Pedagogical Knowledge	3 Planning for Instruction	<p><b>3A.</b> Alignment of objectives and instructional activities with the standards of subject matter and curriculum goals.</p> <p><b>3B.</b> Selection and sequencing of appropriate teaching activities that are pertinent for the students and community, and the attainment of the objectives.</p> <p><b>3C.</b> Short and long term planning according to curriculum goals and knowledge of students and their community.</p> <p><b>3D.</b> Planning the use and distribution of time to achieve the learning objectives.</p>	N = 17 M = 11	N = 9 M = 12	N = 16 M = 12	N = 1 M = 10	N = 3 M = 13	N = 2 M = 10	N = 13 M = 14	N = 16 M = 14	N = 11 M = 15	N = 8 M = 14	N = 4 M = 13	N = 6 M = 15	N = 4 M = 14	N = 7 M = 15	N = 9 M = 15
	8 Instructional Strategies	3 Instructional Strategies	4 Implementation of Teaching and Research	<p><b>4A.</b> Selection and use of a variety of appropriate teaching practices, strategies, and methods to promote learning among all students according to their different needs, talents, interests, and developmental levels.</p>	N = 17 M = 2 3-4	N = 9 M = 2 3-4	N = 16 M = 3 3-4	N = 1 M = 2 3-4	N = 3 M = 3 3-4	N = 2 M = 2 3-4	N = 13 M = 4 3-4	N = 16 M = 4 3-4	N = 11 M = 4 3-4	N = 8 M = 4 3-4	N = 4 M = 3 3-4	N = 6 M = 3 3-4	N = 4 M = 4 3-4	N = 7 M = 4 3-4	N = 9 M = 4 3-4
Professional Responsibility	9 Professional Learning and Ethical Practice	11 Professional Development	10 Professional Development and Performance	<p><b>10A.</b> Reflections on professional responsibilities, its practice and the effect of his/her decisions and actions on students, families, colleagues and the community at large based on the ethical principles of his/her profession and specialty.</p> <p><b>10B.</b> Professional responsibility with academic requirements of the practicum experience.</p> <p><b>10C.</b> Actively seeks his/her own professional Development</p>	N = 17 M = 8	N = 9 M = 8	N = 16 M = 9	N = 1 M = 10	N = 3 M = 12	N = 2 M = 10	N = 13 M = 11	N = 16 M = 11	N = 11 M = 11	N = 8 M = 10	N = 4 M = 10	N = 6 M = 12	N = 4 M = 11	N = 7 M = 12	N = 9 M = 12
	10 Leadership and Collaboration	9 Family and Community	9 Community Relationship	<p><b>9A.</b> Knowledge of the various social contexts that condition education and the consideration of these in educational practice to support his/her learning and the welfare of all students.</p> <p><b>9B.</b> Collaborative interaction with colleagues, families, the school community and other institutions to support the learning and the welfare of all students.</p> <p><b>9C.</b> Participation in whole school activities.</p>	N = 17 M = 8	N = 9 M = 9	N = 16 M = 9	N = 1 M = 9	N = 3 M = 12	N = 2 M = 10	N = 13 M = 11	N = 16 M = 11	N = 11 M = 11	N = 8 M = 12	N = 4 M = 11	N = 6 M = 11	N = 4 M = 11	N = 7 M = 11	N = 9 M = 11

