



**Table 1.1.8 InTASC Instructional Practice, State Standards, EPP Competencies and the Clinical Practice Evaluation Instrument Data Disaggregated by Specialty Licensure Area**  
 Secondary Education Teaching English to Spanish Speakers, Mathematics, Spanish, Biology and Physics (Page 2)

	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
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 = 14 M = 13 Met 12-16	N = 16 M = 13 Met 12-16	N = 22 M = 14 Met 12-16	N = 16 M = 14 Met 12-16	N = 12 M = 13 Met 12-16	N = 7 M = 14 Met 12-16	N = 14 M = 15 Met 12-16	N = 20 M = 14 Met 12-16	N = 14 M = 15 Met 12-16	N = 1 M = 10 Met 12-16	N = 3 M = 12 Met 12-16	N = 3 M = 11 Met 12-16	N = 1 M = 14 Met 12-16	N = 1 M = 12 Met 12-16	N = 0 M = Met 12-16
	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 = 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	<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 = 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

**Table 1.1.8 InTASC Instructional Practice, State Standards, EPP Competencies and the Clinical Practice Evaluation Instrument Data Disaggregated by Specialty Licensure Area**  
 Secondary Education Chemistry, Science, Family Ecology, Physical Education and Business Education and Secretary (Page 3)

	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
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 = 0 M =	N = 3 M = 16	N = 2 M = 14	N = 3 M = 13	N = 3 M = 13	N = 7 M = 13	N = 5 M = 14	N = 1 M = 15	N = 1 M = 12	N = 8 M = 14	N = 20 M = 14	N = 12 M = 14	N = 3 M = 15	N = 2 M = 14	N = 0 M =
	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	Met 12-16	Met 12-16	Met 12-16	Met 12-16
	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 = 0 M =	N = 3 M = 16	N = 2 M = 14	N = 3 M = 13	N = 3 M = 13	N = 7 M = 13	N = 5 M = 14	N = 1 M = 15	N = 1 M = 12	N = 8 M = 15	N = 20 M = 15	N = 12 M = 15	N = 3 M = 15	N = 2 M = 15	N = 0 M =
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	Met 12-16	Met 12-16	Met 12-16	Met 12-16	Met 12-16
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 = 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	

