

**Addendum Report Evidence 1.1**

**Example of a table with the data of the Clinical Practice Evaluation Instrument.**

InTASC and the Clinical Practice Evaluation Instrument Data

	<b>InTASC Standards</b>	<b>State Standards</b>	<b>EPP Competencies</b>	<b>EPP Observation Instrument Learning Outcomes</b>	<b>Learning Outcomes</b>	<b>Example</b>
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>	2	<p>N = 15 M = 8</p> <p>Met 6-8</p>
	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>	1	<p>N = 15 M = 4</p> <p>Met 3-4</p>

	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>	3	<p>N = 15 M = 12</p> <p>Met 9-12</p>
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 of all students.</p>	4	<p>N = 15 M = 16</p> <p>Met 12-16</p>

	5 Application of Content	3 Instructional Strategies	4 Implementa- tion of Teaching and Research	<p><b>4B.</b> Selection and use of teaching practices, strategies, methods, and materials in order to promote 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>	3	<p>N = 15 M = 12</p> <p>Met 9-12</p>
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</p>	4	<p>N = 15 M = 15</p> <p>Met 12-16</p>

				and implementation of appropriate, fair and ethical procedures to evaluate students. <b>8D.</b> Organizes and clearly communicates assessment results to students and families.		
	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.	4	N = 15 M = 16  Met 12-16

	8 Instructional Strategies	3 Instructional Strategies	4 Implementa- tion 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.	1	N = 15 M = 4 Met 3-4
Professional Responsibility	9 Professional Learning and Ethical Practice	11 Professional Developme nt	10 Professional Developmen t 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	3	N = 15 M = 12  Met 9-12

	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>	3	<p>N = 15 M = 12</p> <p>Met 9-12</p>
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