Table 1.1.4 InTASC The Learner and Learning and the Clinical Practice Evaluation Instrument Data Disaggregated by Specialty Licensure Area

Pre-School and Elementary Programs (Page 1)

	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	**2A.** Knowledge of the diverse ways in which students develop cognitively, socially, emotionally and physically, and of the diverse ways they learn **2C.** Knowledge and organization of strategies, resources and teaching-learning activities that address the diverse needs, interests and talents of students.	N = 15 M = 8 Met 6-8	N = 22 M = 8 Met 6-8	N = 13 M = 8 Met 6-8	N = 20 M = 7 Met 6-8	N = 18 M = 7 Met 6-8	N = 15 M = 7 Met 6-8	N = 9 M = 7 Met 6-8	N = 12 M = 7 Met 6-8	N = 13 M = 7 Met 6-8	N = 13 M = 7 Met 6-8	N = 9 M = 7 Met 6-8	N = 4 M = 7 Met 6-8	N = 28 M = 8 Met 6-8	N = 30 M = 7 Met 6-8	N = 24 M = 7 Met 6-8
	2 Learning Differences	5 Diversity and Special Needs	2 Knowledge of the Student and the Learning Process	**2B.** Knowledge of student profile and diversity: family, culture, and community, through the use of various information sources.	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 = 3 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 = 3 Met 3-4	N = 13 M = 3 Met 3-4	N = 9 M = 3 Met 3-4	N = 4 M = 4 Met 3-4	N = 28 M = 4 Met 3-4	N = 30 M = 4 Met 3-4	N = 24 M = 4 Met 3-4
	3 Learning Environments	4 Learning Environment	5 Creation of Learning Environment	**5A.** 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. **5B.** Encouragement of active participation within the learning process among all students **5C.** Organization of a healthy, safe, appropriate, and stimulating learning environment.	N = 15 M = 12 Met 9-12	N = 22 M = 12 Met 9-12	N = 13 M = 11 Met 9-12	N = 20 M = 11 Met 9-12	N = 18 M = 11 Met 9-12	N = 15 M = 11 Met 9-12	N = 9 M =11 Met 9-12	N = 12 M = 11 Met 9-12	N = 13 M = 11 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 = 12 Met 9-12	N = 30 M = 12 Met 9-12	N= 24 M= 11 Met 9-12

Table 1.1.4 InTASC The Learner and Learning 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
The Learner and Learning	1 Learner Development	5 Diversity and Special Needs	2 Knowledge of the Student and the Learning Process	**2A.** Knowledge of the diverse ways in which students develop cognitively, socially, emotionally and physically, and of the diverse ways they learn **2C.** Knowledge and organization of strategies, resources and teaching-learning activities that address the diverse needs, interests and talents of students.	N = 14 M = 7 Met 6-8	N = 16 M = 7 Met 6-8	N = 22 M = 7 Met 6-8	N = 16 M = 7 Met 6-8	N = 12 M = 7 Met 6-8	N = 7 M = 7 Met 6-8	N = 14 M = 7 Met 6-8	N = 20 M = 7 Met 6-8	N = 14 M = 8 Met 6-8	N = 1 M = 6 Met 6-8	N = 3 M = 5 Met 6-8	N = 3 M = 6 Met 6-8	N = 1 M = 7 Met 6-8	N = 1 M = 6 Met 6-8	N= 0 M= Met 6-8
	2 Learning Differences	5 Diversity and Special Needs	2 Knowledge of the Student and the Learning Process	**2B.** Knowledge of student profile and diversity: family, culture, and community, through the use of various information sources.	N = 14 M = 3 Met 3-4	N = 16 M = 3 Met 3-4	N = 22 M = 3 Met 3-4	N = 16 M = 3 Met 3-4	N = 12 M = 3 Met 3-4	N = 7 M = 4 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 = 2 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 = 3 Met 3-4	N = 0 M = Met 3-4
	3 Learning Environments	4 Learning Environment	5 Creation of Learning Environment	**5A.** 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. **5B.** Encouragement of active participation within the learning process among all students **5C.** Organization of a healthy, safe, appropriate, and stimulating learning environment.	N = 14 M = 11 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 = 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 = 8 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 = 11 Met 9-12	N = 0 M = Met 9-12

Table 1.1.4 InTASC The Learner and Learning and the Clinical Practice Evaluation Instrument Data Disaggregated by Specialty Licensure Area

Secondary Education Chemistry, Science, Family Ecology, Physical Education and Business Education (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
The Learner and Learning	1 Learner Development	5 Diversity and Special Needs	2 Knowledge of the Student and the Learning Process	**2A.** Knowledge of the diverse ways in which students develop cognitively, socially, emotionally and physically, and of the diverse ways they learn **2C.** Knowledge and organization of strategies, resources and teaching-learning activities that address the diverse needs, interests and talents of students.	N = 0 M = Met 6-8	N = 3 M = 7 Met 6-8	N = 2 M = 6 Met 6-8	N = 3 M = 7 Met 6-8	N = 3 M = 6 Met 6-8	N = 7 M = 6 Met 6-8	N = 5 M = 7 Met 6-8	N = 1 M = 8 Met 6-8	N = 1 M = 6 Met 6-8	N = 8 M = 8 Met 6-8	N = 20 M = 8 Met 6-8	N = 12 M = 7 Met 6-8	N = 3 M = 7 Met 6-8	N = 2 M = 6 Met 6-8	N = 0 M = Met 6-8
	2 Learning Differences	5 Diversity and Special Needs	2 Knowledge of the Student and the Learning Process	**2B.** Knowledge of student profile and diversity: family, culture, and community, through the use of various information sources.	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 = 3 Met 3-4	N = 1 M = 3 Met 3-4	N = 8 M = 4 Met 3-4	N = 20 M = 4 Met 3-4	N = 12 M = 3 Met 3-4	N = 3 M = 4 Met 3-4	N = 2 M = 3 Met 3-4	N = 0 M = Met 3-4
	3 Learning Environments	4 Learning Environment	5 Creation of Learning Environment	**5A.** 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. **5B.** Encouragement of active participation within the learning process among all students **5C.** Organization of a healthy, safe, appropriate, and stimulating learning environment.	N = 0 M = Met 9-12	N = 3 M = 12 Met 9-12	N = 2 M = 11 Met 9-12	N = 3 M = 11 Met 9-12	N = 3 M = 10 Met 9-12	N = 7 M = 10 Met 9-12	N = 5 M = 12 Met 9-12	N = 1 M = 12 Met 9-12	N = 1 M = 9 Met 9-12	N = 8 M = 11 Met 9-12	N = 20 M = 11 Met 9-12	N = 12 M = 12 Met 9-12	N = 3 M = 12 Met 9-12	N = 2 M = 12 Met 9-12	N = 0 M = Met 9-12

Table 1.1.4 InTASC The Learner and Learning and the Clinical Practice Evaluation Instrument Data Disaggregated by Specialty Licensure Area

Secondary Education History and Social Studies; K-12 Theather, Music and Art (Pages 4)

	InTASC Standards	State Standards	EPP Competencies	EPP Observation Instrument Learning Outcomes	Secondary Education History			Secondary Education Social Studies			K-12 Theather			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	**2A.** Knowledge of the diverse ways in which students develop cognitively, socially, emotionally and physically, and of the diverse ways they learn **2C.** Knowledge and organization of strategies, resources and teaching-learning activities that address the diverse needs, interests and talents of students.	N = 17 M = 6 Met 6-8	N = 9 M = 6 Met 6-8	N = 16 M = 6 Met 6-8	N = 1 M = 5 Met 6-8	N = 3 M = 6 Met 6-8	N= 2 M= 6 Met 6-8	N = 13 M = 7 Met 6-8	N = 16 M = 7 Met 6-8	N = 11 M = 8 Met 6-8	N = 8 M = 7 Met 6-8	N = 4 M = 7 Met 6-8	N = 6 M = 7 Met 6-8	N = 4 M = 7 Met 6-8	N = 7 M = 7 Met 6-8	N = 9 M = 7 Met 6-8
	2 Learning Differences	5 Diversity and Special Needs	2 Knowledge of the Student and the Learning Process	**2B.** Knowledge of student profile and diversity: family, culture, and community, through the use of various information sources.	N = 17 M = 3 Met 3-4	N = 9 M = 3 Met 3-4	N = 16 M = 3 Met 3-4	N = 1 M = 3 Met 3-4	N = 3 M = 3 Met 3-4	N = 2 M = 3 Met 3-4	N = 13 M = 3 Met 3-4	N = 16 M = 4 Met 3-4	N = 11 M = 4 Met 3-4	N = 8 M = 4 Met 3-4	N = 4 M = 4 Met 3-4	N = 6 M = 3 Met 3-4	N = 4 M = 4 Met 3-4	N = 7 M = 4 Met 3-4	N = 9 M = 4 Met 3-4
	3 Learning Environments	4 Learning Environment	5 Creation of Learning Environment	**5A.** 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. **5B.** Encouragement of active participation within the learning process among all students **5C.** Organization of a healthy, safe, appropriate, and stimulating learning environment.	N = 17 M = 8 Met 9-12	N = 9 M = 8 Met 9-12	N = 16 M = 9 Met 9-12	N = 1 M = 11 Met 9-12	N = 3 M = 12 Met 9-12	N = 2 M = 12 Met 9-12	N = 13 M = 11 Met 9-12	N =16 M = 12 Met 9-12	N = 11 M = 11 Met 9-12	N = 8 M = 11 Met 9-12	N = 4 M = 11 Met 9-12	N = 6 M = 11 Met 9-12	N = 4 M = 10 Met 9-12	N = 7 M = 11 Met 9-12	N = 9 M = 11 Met 9-12