

INTRODUCTION TO TEACHING 2 STUDENT PROFILE

Course Code: 5704

Introduction to Teaching 2 Progress Report

Complete the student profile by inserting the representative letter in the space provided and completing all other information requested.

E – Exceeds Performance Requirements (85-100): Work that is above the criteria of the standard.

M – Meets Performance Requirements (77-84): Work that meets the criteria of the standard.

B – Below Performance Requirements (76 and below): Work that fails to meet the criteria of the standard.

B. EDUCATIONAL CAREERS AND EMPLOYABILITY SKILLS	E	M	B
B1. Analyze professional practices, ethics, and standards related to education careers.			
<ol style="list-style-type: none"> 1. Demonstrate professional practices. 2. Describe ethical and legal responsibilities. 3. Identify professional standards. 4. Examine licensing, certification, and credentialing requirements 	Comments:		
C. LEARNING ENVIRONMENT	E	M	B
C1. Design learning environments that encourage and support student learning.			
<ol style="list-style-type: none"> 1. Summarize requirements for safety and health as stated in local, state, and national regulations. 2. Analyze characteristics of environments that encourage and support student learning. 	Comments:		
D. PLANNING AND INSTRUCTION	E	M	B
D1. Develop best practice teaching strategies for diverse learners.			
<ol style="list-style-type: none"> 1. Analyze personal learning styles and intelligences. 2. Plan and implement an integrated curriculum for diverse learners. 3. Demonstrate a variety of teaching methods for diverse learners. 4. Analyze classroom management strategies 	Comments:		
E. PROFESSIONAL EXPERIENCES	E	M	B
E1. Engage in extended learning opportunities for professional experiences.			
<ol style="list-style-type: none"> 1. Describe procedures for maintaining a safe and healthy learning environment. 2. Identify ways to promote an environment conducive to optimal learning. 	Comments:		

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Number of standards exceeded:

Percentage of standards exceeded:

Number of standards met:

Percentage of standards met:

Number of standards below:

Percentage of standards below:

National Certification(s)/Date earned:

Comments: