

## Praxis® Principles of Learning and Teaching: Early Childhood (5621) Study Plan

Test Content Categories	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed
<b>I. Students as Learners (22.5%)</b> <b>A. Student Development and the Learning Process</b>						
1. Understands the theoretical foundations of how students learn  a. Knows how knowledge is constructed b. Knows a variety of means by which skills are acquired c. Understands a variety of cognitive processes and how they are developed						
2. Knows the major contributions of foundational theorists to education  a. Relates the work of theorists to educational contexts - Bandura - Bruner - Dewey - Piaget - Vygotsky - Kohlberg - Bloom						
3. Understands the concepts and terms related to a variety of learning theories  a. Metacognition b. Schema c. Transfer d. Self-efficacy e. Self-regulation f. Zone of proximal development g. Classical and operant conditioning						

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<p>4. Knows the distinguishing characteristics of the stages in each domain of human development (i.e., cognitive, physical, social, and moral)</p> <p>a. Describes the characteristics of a typical child in each stage and each domain</p> <p>b. Recognizes typical and atypical variance within each stage and each domain</p>						
<p>5. Understands how learning theory and human development impact the instructional process</p> <p>a. Defines the relationship between learning theory and human development</p> <p>b. Provides examples of how learning theory is impacted by human development</p> <p>c. Uses knowledge of learning theory to solve educational problems</p> <p>d. Uses knowledge of human development to solve educational problems</p>						
<p><b>B. Students as Diverse Learners</b></p>						
<p>1. Understands that a number of variables affect how individual students learn and perform</p> <p>a. Identifies a number of variables that affect how students learn and perform</p> <ul style="list-style-type: none"> <li>- learning style</li> <li>- gender</li> <li>- culture</li> <li>- socioeconomic status</li> <li>- prior knowledge and experience</li> <li>- motivation</li> <li>- self-confidence, self-esteem</li> <li>- cognitive development</li> </ul>						

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<ul style="list-style-type: none"> <li>- maturity</li> <li>- language</li> </ul>						
<ul style="list-style-type: none"> <li>b. Provides examples of how variables might affect how students learn and perform</li> </ul>						
<p>2. Recognizes areas of exceptionality and their potential impact on student learning</p> <ul style="list-style-type: none"> <li>a. Identifies areas of exceptionality               <ul style="list-style-type: none"> <li>- cognitive</li> <li>- auditory</li> <li>- visual</li> <li>- motor/physical</li> <li>- speech/language</li> <li>- behavioral</li> </ul> </li> <li>b. Explains a variety of ways exceptionalities may impact student learning</li> </ul>						
<p>3. Understands the implications and application of legislation relating to students with exceptionalities on classroom practice</p> <ul style="list-style-type: none"> <li>a. Identifies the provisions of legislation relevant to students with exceptionalities               <ul style="list-style-type: none"> <li>- Americans with Disabilities Act (ADA)</li> <li>- Individuals with Disabilities Education Act (IDEA)</li> <li>- Section 504, Rehabilitation Act (504)</li> </ul> </li> <li>b. Explains how the provisions of legislation relating to students with exceptionalities affect classroom practice</li> </ul>						
<p>4. Recognizes the traits, behaviors, and needs of intellectually gifted students</p>						

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5. Recognizes that the process of English language acquisition affects the educational experience of English language learners (ELLs)						
6. Knows a variety of approaches for accommodating students with exceptionalities in each phase of the education process  a. Recognizes students with exceptionalities require particular accommodations b. Knows how to modify instruction, assessment, and communication methods to meet a recognized need						
<b>C. Student Motivation and Learning Environment</b>						
1. Knows the major contributions of foundational behavioral theorists to education  a. Relates the work of behavioral theorists to educational contexts - Thorndike - Watson - Maslow - Skinner - Erikson						
2. Understands the implications of foundational motivation theories for instruction, learning, and classroom management  a. Defines terms related to foundational motivation theory - self-determination - attribution - extrinsic/intrinsic motivation						

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<ul style="list-style-type: none"> <li>- cognitive dissonance</li> <li>- classic and operant conditioning</li> <li>- positive and negative reinforcement</li> </ul> b. Relates motivation theory to instruction, learning, and classroom management						
3. Knows principles and strategies for classroom management <ul style="list-style-type: none"> <li>a. Knows how to develop classroom routines and procedures</li> <li>b. Knows how to maintain accurate records</li> <li>c. Knows how to establish standards of conduct</li> <li>d. Knows how to arrange classroom space</li> <li>e. Recognizes ways of promoting a positive learning environment</li> </ul>						
4. Knows a variety of strategies for helping students develop self-motivation <ul style="list-style-type: none"> <li>a. Assigning valuable tasks</li> <li>b. Providing frequent positive feedback</li> <li>c. Including students in instructional decisions</li> <li>d. De-emphasizing grades</li> </ul>						
<b>II. Instructional Process (22.5%)</b> <b>A. Planning Instruction</b>						
1. Understands the role of district, state, and national standards and frameworks in instructional planning <ul style="list-style-type: none"> <li>a. Understands the theoretical basis of standards-based education</li> <li>b. Knows resources for accessing district, state, and national standards and frameworks</li> <li>c. Understands how standards and frameworks apply to instructional planning</li> </ul>						

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<p>2. Knows how to apply the basic concepts of predominant educational theories</p> <p>a. Understands the basic concepts of cognitivism</p> <ul style="list-style-type: none"> <li>- schema</li> <li>- information processing</li> <li>- mapping</li> </ul> <p>b. Understands the basic concepts of social learning theory</p> <ul style="list-style-type: none"> <li>- modeling</li> <li>- reciprocal determinism</li> <li>- vicarious learning</li> </ul> <p>c. Understands the basic concepts of constructivism</p> <ul style="list-style-type: none"> <li>- learning as experience</li> <li>- problem-based learning</li> <li>- zone of proximal development</li> <li>- scaffolding</li> <li>- inquiry/discovery learning</li> </ul> <p>d. Understands the basic concepts of behaviorism</p> <ul style="list-style-type: none"> <li>- conditioning</li> <li>- intrinsic and extrinsic rewards</li> <li>- reinforcement</li> <li>- punishment</li> </ul> <p>e. Knows how to apply the basic concepts of behaviorism, constructivism, social learning theory, and cognitivism to instructional contexts</p>						

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3. Understands how scope and sequence affect instructional planning  a. Defines and provides examples of scope b. Defines and provides examples of sequence c. Understands the relationship between scope and sequence and standards of learning d. Understands the role of scope and sequence in curriculum planning						
4. Knows how to select content to achieve lesson and unit objectives						
5. Knows how to develop observable and measurable instructional objectives in the cognitive, affective, and psychomotor domains  a. Distinguishes among the different learning domains b. Knows how to apply Bloom’s Taxonomy to the development of instructional objectives c. Knows how to describe observable behavior d. Knows how to describe measurable outcomes						
6. Is aware of the need for and is able to identify various resources for planning enrichment and remediation  a. Identifies when remediation is appropriate b. Identifies when enrichment is appropriate c. Identifies a variety of resources for locating, adapting, or creating enrichment and remediation activities						

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<p>7. Understands the role of resources and materials in supporting student learning</p> <p>a. Identifies and explains the uses of a variety of resources and materials that support student learning</p> <ul style="list-style-type: none"> <li>- computers, the Internet, and other electronic resources</li> <li>- library collection (books, magazines, pamphlets, reference works)</li> <li>- videos, DVDs</li> <li>- artifacts, models, manipulatives</li> <li>- guest speakers and community members</li> </ul> <p>b. knows how to develop lessons as part of thematic and/or interdisciplinary units</p> <p>c. Understands the basic concepts of thematic instruction</p> <p>d. Understands the components of thematic units</p> <ul style="list-style-type: none"> <li>- selecting a theme</li> <li>- designing integrated learning activities</li> <li>- selecting resources</li> <li>- designing assessments</li> </ul> <p>e. Understands the basic concepts of interdisciplinary instruction</p> <p>f. Understands the components of interdisciplinary units</p> <ul style="list-style-type: none"> <li>- collaborating</li> <li>- generating applicable topics</li> <li>- developing an integrative framework</li> <li>- planning instruction for each discipline</li> <li>- designing integrative assessment</li> <li>- recognizes their role in collaborating</li> </ul>						

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with instructional partners in instructional planning g. Identifies a variety of instructional planning partners <ul style="list-style-type: none"> <li>- special education teachers</li> <li>- library media specialists</li> <li>- teachers of the gifted and talented</li> <li>- IEP team members</li> <li>- para educators</li> </ul> h. Describes the roles each partner plays in collaborative activities						