

Praxis® Principles of Learning and Teaching: Grades 7–12 (5624) 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
I. Students as Learners (22.5%) A. Student Development and the Learning Process						
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						
4. Knows the distinguishing characteristics of the stages in each domain of human development (i.e., cognitive, physical, social, and moral)						

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a. Describes the characteristics of a typical child in each stage and each domain b. Recognizes typical and atypical variance within each stage and each domain						
5. Understands how learning theory and human development impact the instructional process a. Defines the relationship between learning theory and human development b. Provides examples of how learning theory is impacted by human development c. Uses knowledge of learning theory to solve educational problems d. Uses knowledge of human development to solve educational problems						
B. Students as Diverse Learners						
1. Understands that a number of variables affect how individual students learn and perform a. Identifies a number of variables that affect how students learn and perform — learning style — gender — culture — socioeconomic status — prior knowledge and experience — motivation — self-confidence, self-esteem — cognitive development — maturity — language b. Provides examples of how variables might affect how students learn and perform						
2. Recognizes areas of exceptionalism and their potential impact on student learning						

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a. Identifies areas of exceptionality — cognitive — auditory — visual — motor/physical — speech/language — behavioral b. Explains a variety of ways exceptionalities may impact student learning						
3. Understands the implications and application of legislation relating to students with exceptionalities on classroom practice a. Identifies the provisions of legislation relevant to students with exceptionalities — Americans with Disabilities Act (ADA) — Individuals with Disabilities Education Act (IDEA) — Section 504, Rehabilitation Act (504) b. Explains how the provisions of legislation relating to students with exceptionalities affect classroom practice						
4. Recognizes the traits, behaviors, and needs of intellectually gifted students						
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						

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to meet a recognized need						
C. Student Motivation and Learning Environment						
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 — cognitive dissonance — classic and operant conditioning — positive and negative reinforcement b. Relates motivation theory to instruction, learning, and classroom management						
3. Knows principles and strategies for classroom management a. Knows how to develop classroom routines and procedures b. Knows how to maintain accurate records c. Knows how to establish standards of conduct d. Knows how to arrange classroom space						

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e. Recognizes ways of promoting a positive learning environment						
4. Knows a variety of strategies for helping students develop self-motivation a. Assigning valuable tasks b. Providing frequent positive feedback c. Including students in instructional decisions d. De-emphasizing grades						
II. Instructional Process (22.5%) A. Planning Instruction						
1. Understands the role of district, state, and national standards and frameworks in instructional planning a. Understands the theoretical basis of standards-based education b. Knows resources for accessing district, state, and national standards and frameworks c. Understands how standards and frameworks apply to instructional planning						
2. Knows how to apply the basic concepts of predominant educational theories a. Understands the basic concepts of cognitivism — schema — information processing — mapping b. Understands the basic concepts of social learning theory — modeling — reciprocal determinism — vicarious learning c. Understands the basic concepts of						

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constructivism — learning as experience — problem-based learning — zone of proximal development — scaffolding — inquiry/discovery learning d. Understands the basic concepts of behaviorism — conditioning — intrinsic and extrinsic rewards — reinforcement — punishment e. Knows how to apply the basic concepts of behaviorism, constructivism, social learning theory, and cognitivism to instructional contexts						
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						

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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						
7. Understands the role of resources and materials in supporting student learning a. Identifies and explains the uses of a variety of resources and materials that support student learning — Computers, the Internet, and other electronic resources — library collection (books, magazines, pamphlets, reference works) — videos, DVDs — artifacts, models, manipulatives — guest speakers and community members — knows how to develop lessons as part of thematic and/or interdisciplinary units b. Understands the basic concepts of thematic instruction c. Understands the components of thematic units — selecting a theme — designing integrated learning activities						

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<ul style="list-style-type: none"> — selecting resources — designing assessments d. Understands the basic concepts of interdisciplinary instruction e. Understands the components of interdisciplinary units <ul style="list-style-type: none"> — collaborating — generating applicable topics — developing an integrative framework — planning instruction for each discipline — designing integrative assessment — recognizes their role in collaborating with instructional partners in instructional planning f. Identifies a variety of instructional planning partners <ul style="list-style-type: none"> — special education teachers — library media specialists — teachers of the gifted and talented — IEP team members — para educators g. Describes the roles each partner plays in collaborative activities 						
B. Instructional Strategies						
<ul style="list-style-type: none"> 1. Understands the cognitive processes associated with learning <ul style="list-style-type: none"> a. Critical thinking b. Creative thinking c. Questioning d. Inductive and deductive reasoning e. Problem solving f. Planning g. Memory h. Recall 						

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2. Understands the distinguishing features of different instructional models a. Describes a variety of instructional models — direct — indirect — independent — experiential — interactive						
3. Knows a variety of instructional strategies associated with each instructional model a. Identifies instructional strategies associated with direct instruction — explicit teaching — drill and practice — lecture — demonstrations — guides for reading, listening, viewing b. Identifies instructional strategies associated with indirect instruction — problem solving — inquiry — case studies — concept mapping — reading for meaning — cloze procedures c. Identifies instructional strategies associated with independent instruction — learning contracts — research projects — learning centers — computer mediated instruction — distance learning d. Identifies instructional strategies associated with experiential and virtual instruction — field trips						

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<ul style="list-style-type: none"> — experiments — simulations — role play — games — observations e. Identifies instructional strategies associated with interactive instruction — brainstorming — cooperative learning groups — interviews — discussions — peer practice — debates 						
<p>4. Knows a variety of strategies for encouraging complex cognitive processes</p> <p>a. Identifies complex cognitive processes</p> <ul style="list-style-type: none"> — concept learning — problem solving — metacognition — critical thinking — transfer <p>b. Knows instructional activities specific to the development of complex cognitive processes</p> <ul style="list-style-type: none"> — distinguishing fact from opinion — comparing and contrasting — detecting bias — predicting — categorizing — analyzing — sequencing — summarizing — inferring — decision making — evaluating 						

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<ul style="list-style-type: none"> — synthesizing — generalizing 						
<p>5. Knows a variety of strategies for supporting student learning</p> <p>a. Identifies and explains uses of strategies for supporting student learning</p> <ul style="list-style-type: none"> — modeling — developing self-regulation skills — scaffolding — differentiating instruction — guided practice — coaching 						
<p>6. Knows basic strategies for promoting students' development of self-regulatory skills</p> <p>a. Knows how to support students in</p> <ul style="list-style-type: none"> — setting goals — managing time — organizing information — monitoring progress — reflecting on outcomes — establishing a productive work environment — understands the design of different group configurations for learning <p>b. Describes different group configurations</p> <ul style="list-style-type: none"> — whole-class — small-group — independent learning — one-on-one — pair/share 						
<p>7. Understands the use and implications of different grouping techniques and strategies</p>						

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a. Explains the uses, strengths, and limitations of a variety of grouping techniques — cooperative learning — collaborative learning — heterogeneous grouping — homogeneous grouping — multi-age grouping — grouping by gender						
8. Knows how to select an appropriate strategy for achieving an instructional objective						
9. Understands the concept of monitoring and adjusting instruction in response to student feedback a. Explains the instructional purposes of monitoring and adjusting instruction b. Knows strategies for monitoring and adjusting instruction						
10. Recognizes the purpose of reflecting upon, analyzing, and evaluating the effectiveness of instructional strategies						
11. Knows the characteristics of different types of memory and their implications for instructional planning and student learning a. Distinguishes among the different types of memory — short term — long term b. Considers the characteristics and effects of memory on student learning when planning instruction						
12. Recognizes the role of teachable moments in instruction						

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a. Defines and provides examples of a teachable moment b. Understands the uses of the teachable moment						
C. Questioning Techniques						
1. Knows the components of effective questioning a. Allowing think/wait time b. Helping students articulate their ideas c. Respecting students' answers d. Handling incorrect answers e. Encouraging participation f. Establishing a non-critical classroom environment g. Promoting active listening h. Varying the types of questions						
2. Understands the uses of questioning a. Explains and provides examples of different purposes of questioning — developing interest and motivating students — evaluating students' preparation — reviewing previous lessons — helping students set realistic expectations — engaging students in discussion — determining prior knowledge — preparing students for what is to be learned — guiding thinking — developing critical and creative thinking skills — checking for comprehension or level of understanding						

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<ul style="list-style-type: none"> — summarizing information — stimulating students to pursue knowledge on their own 						
<p>3. Knows strategies for supporting students in articulating their ideas</p> <p>a. Explains and provides examples of strategies for supporting students in articulating their ideas</p> <ul style="list-style-type: none"> — verbal and non-verbal prompting — restatement — reflective listening statements — wait time 						
<p>4. Knows methods for encouraging higher levels of thinking</p> <p>a. Explains and provides examples of methods for encouraging students' higher levels of thinking, thereby guiding students to</p> <ul style="list-style-type: none"> — reflect — challenge assumptions — find relationships — determine relevancy and validity of information — design alternate solutions — draw conclusions — transfer knowledge 						
<p>5. Knows strategies for promoting a safe and open forum for discussion</p> <p>a. Knows basic techniques for establishing and maintaining standards of conduct for discussions</p> <ul style="list-style-type: none"> — engaging all learners — creating a collaborative environment — respecting diverse opinions — supporting risk taking 						

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D. Communication Techniques						
1. Understands various verbal and nonverbal communication modes a. Explains and provides examples of — body language — gesture — tone, stress, and inflection — eye contact — facial expression — personal space						
2. Is aware of how culture and gender can affect communication						
3. Knows how to use various communication tools to enrich the learning environment a. Audio and visual aids b. Text and digital resources c. Internet and other computer-based tools						
4. Understands effective listening strategies a. Explains and provides examples of active listening strategies — attending to the speaker — restating key points — asking questions — interpreting information — providing supportive feedback — being respectful						
III. Assessment (15%)						
A. Assessment and Evaluation Strategies						
1. Understands the role of formal and informal assessment in informing the instructional process a. Defines and provides uses and examples of formal and informal assessment modes						

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b. Explains a variety of ways the results of formal and informal assessment are used to make educational decisions						
2. Understands the distinctions among the different types of assessment a. Defines and provides uses and examples of formative, summative, and diagnostic assessment						
3. Knows how to create and select an appropriate assessment format to meet instructional objectives a. Knows how to create assessments in a variety of formats b. Is able to select an assessment format to meet a specific instructional objective						
4. Knows how to select from a variety of assessment tools to evaluate student performance a. Knows a variety of assessment tools, their uses, strengths, and limitations — rubrics — analytical checklists — scoring guides — anecdotal notes — continuums b. Is able to select an assessment tool appropriate for quantifying the results of a specific assessment						
5. Understands the rationale behind and the uses of students' self and peer assessment a. Defines and provides uses and examples of student self-assessment modes b. Defines and provides uses and examples of						

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peer assessment modes c. Explains the strengths and limitations of self and peer assessment modes						
6. Knows how to use a variety of assessment formats a. Describes and provides uses, strengths, and limitations of a variety of assessment formats — essay — selected response — portfolio — conference — observation — performance b. Is able to select an assessment format appropriate to a specific educational context						
B. Assessment Tools						
1. Understands the types and purposes of standardized tests a. Explains the uses of the different types of standardized tests — achievement — aptitude — ability b. Recognizes the data provided by the different types of standardized tests						
2. Understands the distinction between norm-referenced and criterion-referenced scoring a. Explains the uses of norm-referenced and criterion-referenced tests b. Explains data provided by a norm-referenced						

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and a criterion-referenced test						
3. Understands terminology related to testing and scoring a. Defines and explains terms related to testing and scoring — validity — reliability — raw score — scaled score — percentile — standard deviation — mean, mode, and median — grade-equivalent scores — age-equivalent scores						
4. Understands the distinction between holistic and analytical scoring a. Describes holistic scoring and analytical scoring b. Identifies an educational context for each						
5. Knows how to interpret assessment results and communicate the meaning of those results to students, parents/caregiver, and school personnel a. Understands what scores and testing data indicate about a student’s ability, aptitude, or performance b. Is able to explain results of assessments using language appropriate for the audience						
IV. Professional Development, Leadership, and Community (15%)						

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1. Is aware of a variety of professional development practices and resources a. Professional literature b. Professional associations c. Workshops d. Conferences e. Learning communities f. Graduate courses g. Independent research h. Internships i. Mentors j. Study groups						
2. Understands the implications of research, views, ideas, and debates on teaching practices a. Knows resources for accessing research, views, ideas, and debates on teaching practices b. Interprets data, results, and conclusions from research on teaching practices c. Is able to relate data, results, and conclusions from research and/or views, ideas, and debates to a variety of educational situations						
3. Recognizes the role of reflective practice for professional growth a. Defines the purposes of reflective practice b. Knows a variety of activities that support reflective practice — reflective Journal — self and peer assessment — incident analysis — portfolio — peer observation — critical friend						

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4. Is aware of school support personnel who assist students, teachers, and families a. Guidance counselors b. IEP team members c. Special education teachers d. Speech, physical, and occupational therapists e. Library media specialists f. Teachers of the gifted and talented g. Para educators						
5. Understands the role of teachers and schools as educational leaders in the greater community a. Role of teachers in shaping and advocating for the profession b. Perceptions of teachers c. Partnerships with parents and family members d. Partnerships with the community						
6. Knows basic strategies for developing collaborative relationships with colleagues, administrators, other school personnel, parents/caregivers, and the community to support the educational process a. Knows the elements of successful collaboration — Developing an action plan — Identifying the stakeholders — Identifying the purpose of the collaboration — Supporting effective communication — Seeking support						
7. Understands the implications of major legislation and court decisions relating to						

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students and teachers a. Equal access b. Privacy and confidentiality c. First Amendment issues d. Intellectual freedom e. Mandated reporting of child neglect/abuse f. Due process g. Liability h. Licensing and tenure i. Copyright						