

APPENDIX A

Curriculum Alignment: PRAXIS II Principles of Learning and Teaching

Appendix A

Curriculum Alignment Principles of Learning and Teaching- Grades K-6 (0522)

PLT TOPICS	Courses aligned with PLT Topics
<i>I. Students as Learners</i>	
<i>A. Student Development and the Learning Process</i>	
<i>1. Theoretical foundations about how learning occurs: how students construct knowledge, acquire skills, and develop habits of mind.</i>	PSY 201, 202, 203, 204 PED 337, 338, 339 EDR/U 300, 308, 311, 345, 346, 407, 413, 436, 440, 441
<i>a. Examples of important theorists</i>	PSY 201, 202, 203, 204 EDR/U 300, 308, 311, 345, 346, 413, 436, 440
<i>b. Important terms that relate to learning theory</i>	PSY 201, 202 EDR/U 300, 308, 311, 345, 346, 407, 413, 440, 441, 446, 450
<i>2. Human development in the physical, social, emotional, moral, speech / language, and cognitive domains</i>	PSY 201, 203, 204 HEA 300 EDR/U 300, 308, 311, 345, 407, 413, 440, 441, 474
<i>a. Contributions of important theorists</i>	EDR/U 300, 308, 311, 345, 346, 407, 413, 436, 440
<i>b. Major progressions in each developmental domain and the ranges of individual variation within each domain</i>	PSY 201, 204 EDR/U 308, 311, 345, 407, 413, 440, 441
<i>c. Impact of students' physical, social, emotional, moral, and cognitive development on their learning and how to address these factors when making instructional decisions</i>	PSY 204 EDR/U 300, 308, 311, 345, 346, 436, 440, 441, 450, 483, 484, 496
<i>d. How development in one domain, such as physical, may affect performance in another domain, such as social</i>	PSY 204 EDR/U 300, 308, 345, 346, 413, 436, 440, 441, 450, 483, 484, 496
<i>B. Students as Diverse Learners</i>	
<i>1. Differences in the ways students learn and perform</i>	PSY 201, 202, 203, 204 EDR/U 300, 308, 311, 345, 346, 407, 413, 436, 440, 441, 446, 450, 460, 461, 462
<i>a. Learning Styles</i>	PSY 204 EDR/U 300, 308, 311, 325,

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	345, 346, 372, 407, 413, 436, 440, 441, 446, 450, 460, 461, 462, 463, 464, 474, 483, 484, 496
<i>b. Multiple Intelligences</i>	PSY 201, 204 EDR/U 300, 308, 311, 325, 345, 346, 372, 407, 413, 436, 440, 441, 446, 450, 460, 461, 462, 463, 464, 474, 483, 484, 496
<i>c. Performance modes</i>	PSY 201, 202, 203, 204 EDR/U 300, 308, 311, 345, 346, 407, 413, 436, 440, 441, 446, 460, 461, 462, 463, 464, 483, 484, 496
<i>(1) Concrete operational thinkers</i>	PSY 204 EDR/U 308, 311, 345, 346, 372, 436, 440, 441, 446, 460, 461, 462, 463, 464, 483, 484, 496
<i>(2) Visual and aural thinkers</i>	PSY 204 EDR/U 308, 311, 345, 346, 372, 407, 413, 436, 440, 441, 446, 450, 460, 461, 462, 463, 464, 474, 483, 484, 496
<i>d. Gender differences</i>	PSY 201, 203, 204 EDR/U 300, 345, 372, 440, 446, 460, 461, 462, 463, 464, 483, 484, 496
<i>e. Cultural expectations and styles</i>	PSY 201, 202, 203, 204 EDR/U 300, 308, 344, 345, 372, 413, 440, 446, 450, 460, 461, 462, 463, 464, 483, 484, 496
<i>2. Areas of exceptionality in students' learning</i>	PSY 201, 204 EDR/U 300, 308, 344, 345, 372, 413, 440, 446, 450, 460, 461, 462, 463, 464, 483, 484, 496
<i>a. Visual and perceptual difficulties</i>	PSY 201, 204 EDR/U 300, 308, 372, 413, 440, 441, 460, 461, 462, 463, 464, 483, 484, 496
<i>b. Special physical or sensory challenges</i>	PSY 201, 204 EDR/U 300, 308, 311, 372, 413, 436, 440, 441, 460, 461, 462, 463, 464, 483, 484, 496
<i>c. Learning Disabilities</i>	PSY 201, 204 EDR/U 300, 308, 345, 372, 413, 436, 440, 460, 461, 462, 463, 464, 474, 483, 484, 496
<i>d. Attention-deficit disorder (ADD); attention-deficit hyperactivity disorder (ADHD)</i>	PSY 201, 204 EDR/U 300, 308, 372, 413, 436, 440, 446, 450, 460, 461, 462, 463, 464, 474, 483, 484, 496
<i>e. Functional mental retardation</i>	PSY 201, 204 EDR/U 308, 372, 440, 441, 446, 460, 461, 462, 463, 464
<i>f. Behavioral disorders</i>	PSY 201, 204 EDR/U 308, 372, 413, 436, 440, 441, 460, 461, 462, 463, 464, 483, 484, 496
<i>g. Developmental delays</i>	PSY 201, 204 EDR/U 308, 345, 372,

	413, 436, 440, 441, 450, 460, 461, 462, 463, 464, 483, 484, 496
3. Legislation and institutional responsibilities relating to exceptional students	PSY 204 HEA 437 EDR/U 300, 308, 345, 372, 413, 440, 441, 446, 450, 460, 461, 462, 463, 464
a. American with Disabilities ACT (ADA)	PSY 204 HEA 437 EDR/U 300, 308, 372, 345, 413, 436, 440, 441, 460, 461, 462, 463, 464 PED 338
b. Individuals with Disabilities Education Act (IDEA)	PSY 204 EDR/U 300, 308, 345, 372, 413, 436, 440, 441, 450, 460, 461, 462, 463, 464, 483, 484, 496
c. Inclusion, mainstreaming, and “least restrictive environment”	PSY 204 EDR/U 300, 308, 345, 346, 372, 413, 436, 440, 441, 460, 461, 462, 463, 464, 483, 484, 496 PED 337, 338
d. IEP (individualized Education Plan), including what, by law, must be included in each IEP	PSY 204 EDR/U 300, 308, 372, 413, 436, 440, 441, 450, 460, 461, 462, 463, 464, 483, 484, 496
e. Section 504 of the Rehabilitation Services Act	PSY 204 EDR/U 300, 308, 372, 413, 436, 440, 441, 450, 460, 461, 462, 463, 464, 483, 484, 496
f. Due process	PSY 204 EDR/U 300, 308, 372, 413, 436, 440, 441, 460, 461, 462, 463, 464, 483, 484, 496 PED 337, 338
g. Family involvement	PSY 204 EDR/U 300, 308, 345, 372, 413, 436, 440, 441, 461, 462, 463, 464, 483, 484, 496
4. Approaches for accommodating various learning styles, intelligences, or exceptionalities	PSY 204 EDR/U 308, 345, 346, 372, 407, 413, 436, 440, 441, 461, 463, 483, 484, 496
a. Differentiated Instruction	PSY 204 EDR/U 300, 308, 311, 345, 372, 407, 413, 436, 440, 441, 462, 464, 474, 483, 484, 496
b. Alternative assessments	PSY 204 EDR/U 300, 308, 311, 345, 346, 372, 407, 413, 440, 441, 450, 462, 464, 483, 484, 496
c. Testing modifications	PSY 204 EDR/U 300, 308, 311, 345, 346, 372, 407, 413, 440, 441, 450, 462, 464, 483, 484, 496
5. Process of second-language acquisition and strategies to support the learning of students for whom English is not a first language.	PSY 204 EDR/U 300, 308, 311, 345, 372, 413, 440, 441, 474, 483, 484, 496
6. Understanding the influence of individual experiences, talents, and prior learning, as well as language,	PSY 204 EDR/U 300, 308, 311, 345, 346, 372, 407, 413, 440, 441, 450, 462, 464, 474, 483, 484, 496

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<i>culture, family, and community values on students' learning.</i>	
<i>a. Multicultural backgrounds</i>	PSY 204 EDR/U 300, 308, 311, 344, 345, 372, 407, 413, 440, 441, 483, 484, 496
<i>b. Age-appropriate knowledge and behavior</i>	EDR/U 300, 308, 311, 345, 346, 372, 407, 413, 440, 441, 450, 462, 464, 474, 483, 484, 496
<i>c. The student culture at school</i>	PSY 204 EDR/U 300, 308, 311, 345, 372, 407, 413, 440, 441, 462, 464, 483, 484, 496
<i>d. Family backgrounds</i>	PSY 204 EDR/U 300, 308, 311, 345, 346, 372, 407, 413, 440, 441, 450, 462, 464, 483, 484, 496
<i>e. Linguistic patterns and differences</i>	PSY 204 EDR/U 308, 311, 345, 440, 441
<i>f. Cognitive patterns and differences</i>	PSY 204 EDR/U 308, 345, 413, 440, 441
<i>g. Social and emotional issues</i>	PSY 202, 203, 204 EDR/U 300, 308, 345, 413, 440, 441, 483, 484, 496 HEA 300
<i>C. Student Motivation and the Learning Environment</i>	
<i>1. Theoretical foundations of human motivation and behavior</i>	PSY 201, 204 EDR/U 300, 436, 440
<i>a. Important terms that relate to motivation and behavior</i>	PSY 201, 204 EDR/U 300, 436, 440
<i>2. How knowledge of human motivation and behavior should influence strategies for organizing and supporting individual and group work in the classroom.</i>	PSY 204 EDR/U 300, 308, 345, 346, 372, 413, 407, 436, 440, 441, 450 PED 331, 333, 337, 338
<i>3. Factors and situations that are likely to promote or diminish student's motivation to learn, and how to help students to become self-motivated.</i>	PSY 202, 203, 204 EDR/U 300, 308, 345, 413, 440, 436, 441, 483, 484, 496
<i>4. Principles of effective classroom management and strategies to promote positive relationships, cooperative, and purposeful learning.</i>	EDU 436, 450, 483, 484, 496
<i>a. Establishing daily procedures and routines</i>	EDU 436, 483, 484, 496
<i>b. Establishing classroom rules</i>	EDU 436, 440, 483, 484, 496
<i>c. Using natural and logical consequences</i>	EDU 436, 440, 483, 484, 496
<i>d. Providing positive guidance</i>	

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<i>e. Modeling conflict resolution, problem solving, and anger management</i>	PSY 204, EDU 436, 440, 483, 484, 496
<i>f. Giving timely feedback</i>	EDU 436, 440, 450, 483, 484, 496,
<i>g. Maintaining accurate records</i>	EDU 436, 440, 483, 484, 496
<i>h. Communicating with parents and caregivers</i>	EDU 483, 484, 496
<i>i. Using objective behavior descriptions</i>	PSY 204, EDU 450, 483, 484, 496
<i>j. Responding to student behavior</i>	PSY 202, 203, 204, EDU 436, 483, 484, 496
<i>k. Arranging classroom space</i>	EDU 436, 483, 484, 496
<i>l. Pacing and structuring the lesson</i>	EDU 308, 311, 345, 346, 413, 407, 440, 441, 483, 484, 496
<i>II. Instruction and Assessment</i>	
<i>A. Instructional Strategies</i>	
<i>1. Major cognitive processes associated with student learning</i>	PSY 201, 202, 203, 204
<i>a. Critical Thinking</i>	PSY 201, 202, 203, 204, EDU 300, 440, 413, 407
<i>b. Creative thinking</i>	EDU 345, 344, 346, 407, 413, 440, 441, 436
<i>c. Higher-order thinking</i>	EDU 345, 344, 346, 407, 413, 440, 441, 436
<i>d. Inductive and Deductive thinking</i>	EDU 345, 344, 346, 407, 413, 440, 441, 436
<i>e. Problem structuring and problem solving</i>	EDU 345, 344, 346, 407, 413, 440, 441
<i>f. Invention</i>	EDU 345, 344, 346, 407, 413, 440, 441
<i>g. Memorization and recall</i>	EDU 308, 311, 413
<i>h. Social reasoning</i>	EDU 345, 344, 346, 407, 413, 440, 441, 436
<i>i. Representation of ideas</i>	EDU 345, 344, 346, 407, 413, 440, 441
<i>2. Major categories, advantages, and appropriate uses of instructional strategies</i>	EDU 345, 344, 346, 407, 413, 440, 441, 436, 483, 484, 496
<i>a. Cooperative learning</i>	EDU 345, 344, 346, 407, 413, 440, 436
<i>b. Direct instruction</i>	PSY 204, EDU 300
<i>c. Discovery learning</i>	PSY 204, EDU 300, 344, 345, 346, 407
<i>d. Whole-group discussion</i>	EDU 300, 308, 311, 345, 344, 346, 407, 413, 440, 441, 436

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e. Independent study	EDU 345, 344, 346, 407, 413, 440, 441, 436
f. Interdisciplinary instruction	EDU 308, 311, 345, 344, 346, 407, 413, 440, 441
g. Concept mapping	EDU 300, 345, 346, 407, 440
h. Inquiry method	EDU 345, 346, 407, 440
i. Questioning	EDU 345, 344, 346, 407, 413, 440, 441, 436
j. Play	EDU 344, 440
k. Learning centers	EDU 308, 311, 344, 345, 346, 407, 440, 413
l. Small-group work	EDU 325, 344, 345, 346, 407, 413, 440, 483
m. Revisiting	EDU 345, 344, 346, 407, 413, 440, 441, 436
n. Reflection	EDU 300, 413, 440, 441
o. Project approach	EDU 325, 345, 346, 407
3. Principles, techniques, and methods associated with major instructional strategies	PSY 204, EDU 300
a. Direct instruction	EDU 300, 325
b. Student-centered models	EDU 300, 325, 345, 346
4. Methods for enhancing student learning through the use of a variety of resources and materials	EDU 308, 311, 325, 345, 344, 346, 407, 413, 440, 441
a. Computers, internet resources, Web pages, e-mail	EDU 300, 325, 372, 346, 440, 441, 436
b. Audiovisual technologies such as videotapes and compact discs (CDs)	EDU 300, 325, 440
c. Local experts	EDU 345, 346, 440
d. Primary documents and artifacts	EDU 345, 346, 440
e. Field trips	EDU 344, 345, 346, 440
f. Libraries	EDU 300, 440, 436, 450
g. Service learning	EDU 300, 440
B. Planning Instruction	
1. Techniques for planning instruction, including addressing curriculum goals, selecting content topics, incorporating learning theory, subject matter, curriculum development and student development and interests.	PSY 204, EDR/U 300, 308, 311, 345, 346, 372, 407, 413, 440, 441, 450, 462, 464, 474, 483
a. National and state learning standards	PSY 204, EDR/U 300, 308, 311, 345, 346, 372, 407, 413, 440, 441, 450, 462, 464, 474, 483

b. State and local curriculum frameworks	PSY 204, EDR/U 300, 308, 311, 345, 346, 372, 407, 413, 440, 441, 450, 462, 464, 474, 483
c. State and local curriculum goals	PSY 204, EDR/U 300, 308, 311, 345, 346, 372, 407, 413, 440, 441, 450, 462, 464, 474, 483
d. Scope and sequence in specific disciplines	PSY 204, EDR/U 300, 308, 311, 345, 346, 372, 407, 413, 440, 441, 450, 462, 464, 474, 483
e. Units and lessons – rationale for selecting content topics	PSY 204, EDR/U 300, 308, 311, 345, 346, 372, 407, 413, 440, 441, 450, 462, 464, 474, 483
f. Behavioral objectives: affective, cognitive, psychomotor, speech/ language	PSY 204, EDR/U 300, 308, 311, 345, 346, 372, 407, 413, 440, 441, 450, 462, 464, 474, 483
g. Learner objectives and outcomes	PSY 204, EDR/U 300, 308, 311, 345, 346, 372, 407, 413, 440, 441, 450, 462, 464, 474, 483
h. Emergent curriculum	PSY 204, EDU 440
i. Antibias curriculum	PSY 204, EDU 345, 440, 483
j. Themes/Projects	EDR/U 300, 308, 311, 345, 346, 372, 407, 413, 440, 441, 450, 462, 464, 474, 483
k. Curriculum webbing	PSY 204, EDR/U 300, 308, 311, 345, 346, 372, 407, 413, 440, 441, 450, 462, 464, 474, 483
2. Techniques for creating effective bridges between curriculum goals and students' experiences	PSY 204, EDR/U 300, 308, 311, 345, 346, 372, 407, 413, 440, 441, 450, 462, 464, 474, 483
a. Modeling	PSY 204, EDR/U 300, 308, 311, 345, 346, 372, 407, 413, 440, 441, 450, 462, 464, 474, 483
b. Guided practice	EDU/R 308, 311, 344, 345, 346, 407, 413, 441
c. Independent practice, including homework	EDU/R 308, 311, 344, 345, 346, 407, 413, 441
d. Transitions	EDU/R 308, 311, 344, 345, 346, 407, 413, 441
e. Activating students' prior knowledge	PSY 204, EDU/R 308, 311, 344, 345, 346, 407, 413, 441
f. Anticipating preconceptions	EDU/R 308, 311, 344, 345, 346, 407, 413, 441
g. Encouraging exploration and problem solving	EDU/R 308, 311, 344, 345, 346, 407, 413, 441
h. Building new skills on those previously acquired	EDU/R 308, 311, 344, 345, 346, 407, 413, 441

<i>i. Predicting</i>	EDU/R 308, 311, 344, 345, 346, 407, 413, 441
<i>C. Assessment Strategies</i>	
<i>1. Types of assessments</i>	EDU/R 308, 311, 345, 346, 407, 413, 440, 441, 450
<i>2. Characteristics of assessments</i>	EDU/R 308, 311, 345, 346, 407, 413, 440, 441, 450
<i>3. Scoring assessments</i>	EDU/R 308, 311, 345, 346, 407, 413, 440, 441, 450
<i>4. Uses of assessments</i>	EDU/R 308, 311, 345, 346, 407, 413, 440, 441, 450
<i>5. Understanding of measurement theory and assessment-related issues</i>	EDU 450
<i>6. Interpreting and communicating results of assessments</i>	EDU/R 308, 311, 345, 346, 407, 413, 440, 441, 450
<i>III. Communication Techniques</i>	
<i>A. Basic, effective verbal and nonverbal communication techniques</i>	EDU 300, 344, 345, 346, 483
<i>B. Effect of cultural and gender differences on communications in the classroom</i>	EDU 300, 372, 407, 483
<i>C. Types of communications and interaction that can stimulate discussion in different ways for particular purposes</i>	EDU 372, 407
<i>1. Probing for learner understanding</i>	EDU/R 308, 311, 345, 346, 407, 413, 440, 441, 450
<i>2. Helping students articulate their ideas and thinking processes</i>	EDU/R 308, 311, 345, 346, 407, 413, 440, 441, 450
<i>3. Promoting risk taking / problem solving</i>	EDU 413, 345, 346, 440
<i>4. Encouraging convergent and divergent thinking</i>	EDU/R 308, 311, 345, 346, 407, 413, 440, 441, 450
<i>5. Stimulating curiosity</i>	EDU/R 308, 311, 345, 346, 407, 413, 440, 441, 450
<i>6. Helping students to question</i>	EDU/R 308, 311, 345, 346, 407, 413, 440, 441, 450
<i>7. Promoting a caring community</i>	EDU 300, 372, 436, 483
<i>IV. Profession and Community</i>	
<i>A. The Reflective Practitioner</i>	
<i>1. Types of resources available for professional development and learning</i>	EDU 300
<i>a. Professional literature. Colleagues</i>	EDU 300, 344, 345, 450

<i>b. Professional associations, professional development activities</i>	EDU 300, 436, 450
<i>2. Ability to read, understand and apply articles and books about current research, views, ideas, and debates regarding best teaching practices</i>	EDU 300, 345, 346, 400, 436, 450
<i>3. Ongoing personal reflection on teaching and learning practices as a basis for making professional decisions</i>	EDU 300, 345, 346, 407, 413, 441, 436, 483
<i>a. Code of Ethics</i>	EDU 300, 372, 450
<i>b. Advocacy for learners</i>	EDU 372
<i>B. The Larger Community</i>	
<i>1. Role of the school as a resource to the larger community – the teacher as a resource</i>	EDU 300, 483
<i>2. Factors in the students' environment outside of school (family circumstances, community environments, health and economic conditions) that may influence students' life and learning</i>	EDU 300, 372, 440, 436, 483
<i>3. Develop and utilize active partnerships among teachers, parents/guardians, and leaders</i>	EDU 300, 483
<i>a. Shared ownership</i>	EDU 300, 372, 440, 436, 483
<i>b. Shared decision-making</i>	EDU 300, 372, 436, 483
<i>c. Respectful/reciprocal communication</i>	EDU 300, 372, 436, 450, 483
<i>4. Major laws related to students' rights and teacher responsibilities</i>	EDU 300, 372, 450, 483
<i>a. Equal education</i>	EDU 300, 372, 450, 483
<i>b. Appropriate education for students with special needs</i>	EDU 300, 372, 450, 483
<i>c. Confidentiality and privacy</i>	EDU 300, 372, 450, 483
<i>d. Appropriate treatment of students</i>	EDU 300, 372, 483
<i>e. Reporting in situations related to possible child abuse.</i>	EDU 300, 372, 483