

Alignment of EPSY 2020 Coverage with Professional Standards

Topics in EPSY 2020: Learning and Development in Education	G-STEP: Characteristics of Accomplished Teachers	Association for Childhood Education International (ACEI) Standards	PRAXIS II: Principles of Learning and Teaching
1. Behavioral theories of learning and development	<p>II-B understand how learning occurs in general and in the content areas (e.g., how diverse learners construct knowledge, acquire skills, and develop habits of mind).</p>	<p>Standard 1. Development, learning, and motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation</p> <p>S.1. Element 1. Candidates know and understand the major concepts, principles, theories, and research related to development of children and young adolescents</p>	<p>I.A.1. Theoretical foundations about how learning occurs: how students construct knowledge, acquire skills, and develop habits of mind</p> <p>I.A.2. Human development in the physical, social, emotional, moral, and cognitive domains</p>
2. Cognitive Science theories of learning and development			
3. Constructivist theories of learning and development			
4. Theories of Intelligence , and how they affect schooled learning	<p>II-E are informed about and adapt their work based on students' stages of development, multiple intelligences, learning styles, and areas of exceptionality.</p>	<p>S.3.2. Element 2. Candidates understand how elementary students differ in their approaches to learning</p>	<p>I.B.2. Areas of exceptionality in students' learning</p> <p>I.B.4. Approaches for accommodating various learning styles, intelligences, or exceptionalities</p>
5. Individual temperament and its effects on student learning			
6. Gender and its effects on student learning and development			
7. Families and their influence on student learning and development	<p>II-D understand how factors in environments inside and outside of school may influence students' lives and learning.</p>	<p>S.3.2. Element 1. Candidates understand how elementary students differ in their development</p>	<p>I.B.5. Process of second language acquisition and strategies to support the learning of students</p>
8. Influences of culture on student learning and development	<p>II-F establish respectful and productive relationships with families and seek to develop cooperative partnerships in support of student learning and well-being.</p>		
9. Influences of poverty on student learning and development	<p>III-E are sensitive to and use knowledge of students' unique cultures, experiences, and communities to sustain a culturally responsive classroom.</p> <p>III-F access school, district, and community resources in order to foster students' learning and well-being.</p>		

<p>10. Peer relationships and their effects on learning and development</p>	<p>II-D understand how factors in environments inside and outside of school may influence students' lives and learning.</p> <p>III-G use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p>S.3.4. Element 1. Candidates know and understand individual and group motivation and behavior among K-6 students</p>	<p>I.C.2. How knowledge of human emotion and behavior should influence strategies for organizing and supporting individual and group work in the classroom.</p>
<p>11. Theories of motivation and motivating students in schools</p>	<p>III-B organize, allocate, and manage time, space, activities, technology and other resources to provide active and equitable engagement of diverse students in productive tasks.</p> <p>III-D recognize the value of and use knowledge about human motivation and behavior to develop strategies for organizing and supporting student learning.</p>	<p>S.3.4. Element 1. Candidates know and understand individual and group motivation and behavior among K-6 students</p>	<p>I.C.3. Factors and situations that are likely to promote or diminish students' motivation to learn, and how to help students to become self-motivated</p>
<p>12. Managing classroom learning environments</p>	<p>III-C understand and implement effective classroom management.</p>	<p>S.3.5. Element 1. Candidates know and understand effective verbal and nonverbal techniques</p>	<p>I.C.4. Principles of effective management and strategies to promote positive relationships, cooperation, and purposeful learning</p>
<p>13. Principles of standardized and classroom assessment</p>	<p>IV-A understand measurement theory and characteristics, uses, and issues of different types of assessment.</p> <p>IV-C choose, develop, and use classroom-based assessment methods appropriate for instructional decisions.</p> <p>IV-D involve learners in self-assessment, helping them become aware of their strengths and needs and encouraging them to set personal goals for learning.</p> <p>IV- H are committed to using assessment to identify student strengths and needs and promote student growth.</p>		
<p>14. Differentiating instruction to meet the needs of all learners in an inclusive classroom community</p>	<p>II-A believe that all children can learn at high levels and hold high expectations for all.</p> <p>III-A create a learning community in which students assume responsibility, participate in decision-making, and work both collaboratively and independently.</p>	<p>S 3.2. Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.</p>	<p>I.B.1 Differences in the ways students learn and perform</p> <p>I.B.6. Understanding of influences of individual experiences, talents, and prior learning, as well as language, culture, family, and community values on students' learning</p>

