



Praxis Principles of Teaching and Learning (PLT 5622) Exam



These slides overview information for each domain within the Praxis PLT (5622) Exam. This test measures whether a prospective teacher understands pedagogy for grades K-6. It focuses on pedagogy only, not academic content.



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This test measures...



- 
- How students develop and learn
 - How to plan and deliver instruction
 - How to assess learning
 - How to fulfill professional responsibilities
- 





Who is this test for?

- 
- College students completing teacher preparation programs for elementary education
 - Career-changers pursuing K-6 teaching certification
 - Alternative certification candidates needing to demonstrate pedagogical knowledge
 - Teacher candidates who have completed or are near completion of their bachelor's degree in education
- 





Purpose of exam

Tests your understanding of:

- Child and adolescent development
- Learning theory
- Differentiation and instructional strategies
- Classroom management
- Assessment design and interpretation
- Professional ethics and collaboration



Unlike Praxis Core, this test does NOT measure math, reading, or writing skills. It measures your teaching knowledge.

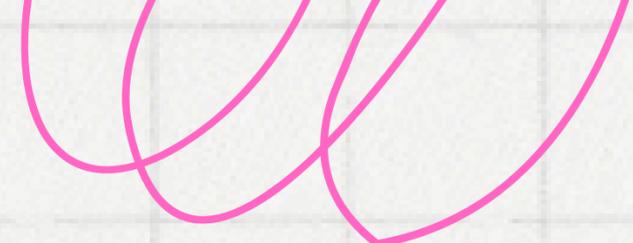


Skills



- Educational Theory: Understanding of human development, learning theories, and educational psychology
 - Classroom Management: Strategies for creating effective learning environments
 - Instructional Design: Planning and implementing age-appropriate instruction for K-6 students
 - Assessment Practices: Formative and summative assessment techniques
 - Professional Knowledge: Legal, ethical, and professional responsibilities of educators
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Praxis PLT (5622) Exam Overview

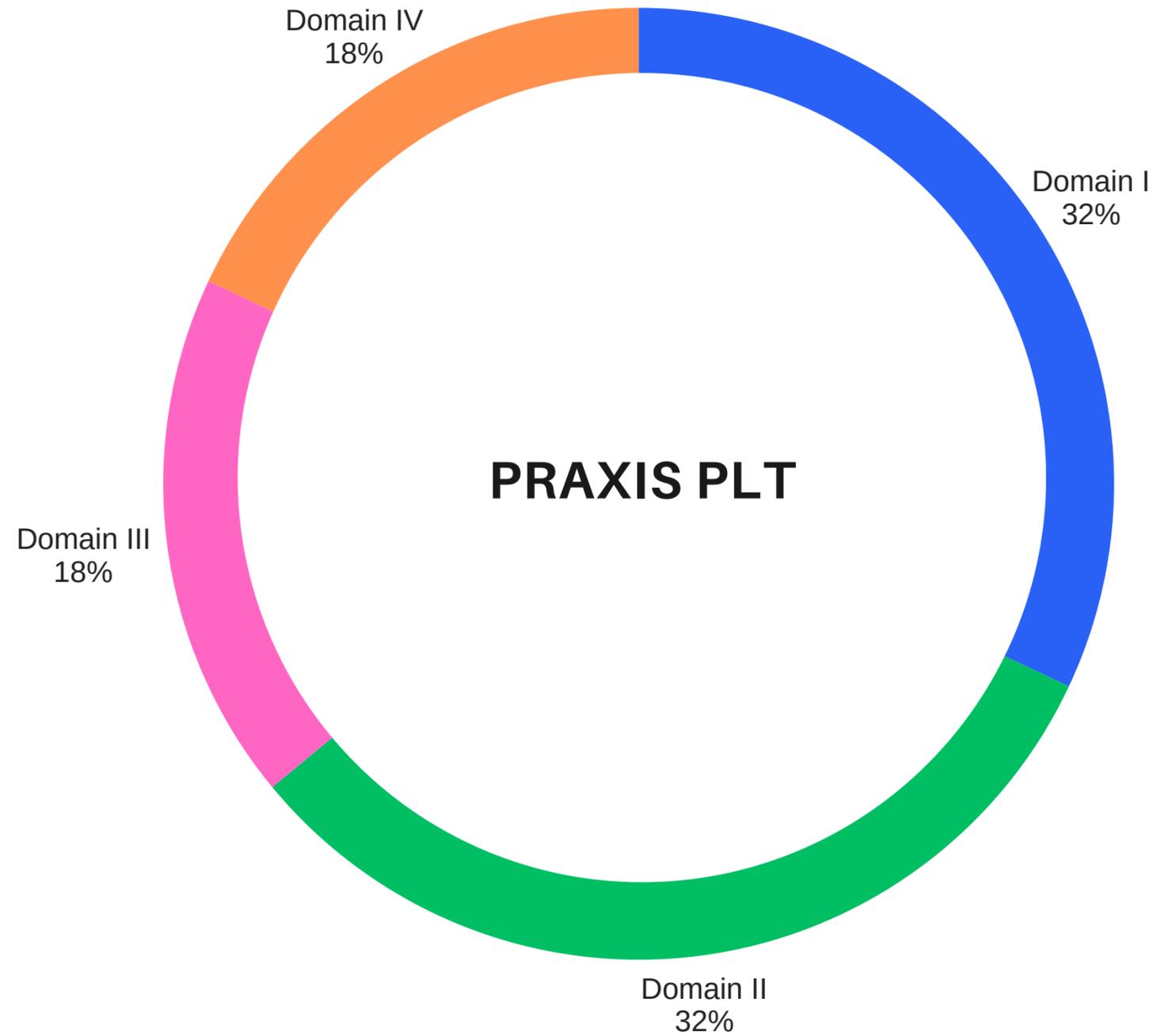
2 hours

70 selected-response
questions, 4 constructed-
response questions

Passing score varies by
state (commonly 157–160)



- I Students as Learners**
- II Instructional Process**
- III Assessment**
- IV Professional Development, Leadership, & Community**



Domain I



Students as Learners



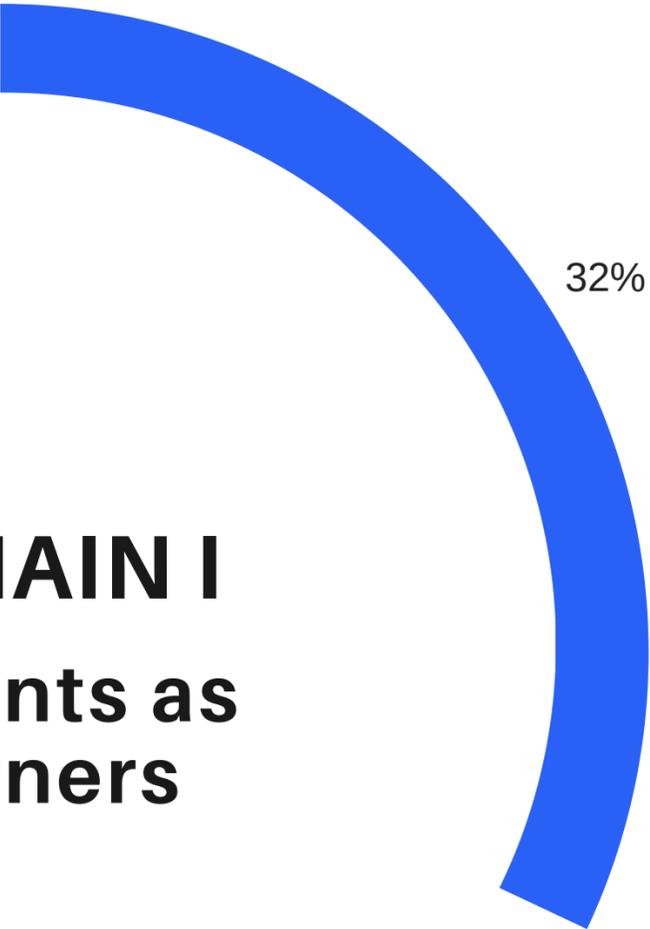
Domain I Content Areas

STUDENT DEVELOPMENT

DIVERSE LEARNERS

MOTIVATION & LEARNING ENVIRONMENT

DOMAIN I
Students as Learners



Student Development

- Theories of cognitive development (Piaget, Vygotsky)
- Physical, social, and emotional development stages
- Characteristics of K-6 learners at different ages
- Zone of Proximal Development (ZPD)
- Scaffolding and developmental appropriateness
- Readiness for learning
- Developmental milestones and their implications for instruction

Diverse Learners

- Cultural and linguistic diversity
- Special education categories and accommodations
- 504 Plans vs. IEPs
- English Language Learners (ELL) strategies
- Differentiation for diverse learning needs
- Multiple intelligences (Gardner)
- Learning styles and modalities
- Gifted and talented students
- Students with exceptionalities

Motivation

- Intrinsic vs. extrinsic motivation
- Maslow's Hierarchy of Needs
- Creating a positive classroom climate
- Classroom management theories (Kounin, Canter)
- Behavioral management strategies
- Social-emotional learning
- Self-efficacy and growth mindset
- Establishing routines and procedures

Sample Question 1

A second-grade teacher notices that a student can complete math problems with guidance but struggles when working independently. According to Vygotsky's theory, this student is working within:

- A. The concrete operational stage
- B. The zone of proximal development
- C. The preoperational stage
- D. The stage of autonomous learning

Sample Question 1

Answer: B

The zone of proximal development (ZPD) describes tasks a student can complete with guidance but cannot yet do independently. This is the optimal zone for learning with scaffolding.

Sample Question 2

A kindergarten teacher wants to support students' social-emotional development. Which strategy would be *MOST* effective?

- A. Teaching conflict resolution skills through role-play
- B. Separating students who have disagreements
- C. Rewarding only students who behave perfectly
- D. Avoiding discussions about emotions in class

Sample Question 2

Answer: A

Teaching conflict resolution through role-play helps students develop social skills, emotional regulation, and problem-solving abilities—all critical for K-6 social-emotional development.



Instructional Process



Domain II Content Areas

PLANNING INSTRUCTION

INSTRUCTIONAL STRATEGIES

COMMUNICATION & TECHNOLOGY

DOMAIN II Instructional Process



Domain II
32%

Planning Instruction

- Writing measurable learning objectives (Bloom's Taxonomy)
- Backward design (Wiggins & McTighe)
- Lesson planning components
- Unit planning and curriculum mapping
- Aligning instruction with standards
- Sequencing instruction appropriately
- Time management and pacing
- Selecting appropriate materials and resources

Instructional Strategies

- Direct instruction vs. inquiry-based learning
- Cooperative learning structures
- Differentiated instruction
- Guided practice and independent practice
- Questioning techniques (higher-order vs. lower-order)
- Active learning strategies
- Graphic organizers and visual aids
- Modeling and think-alouds
- Flexible grouping strategies

Communication & Technology

- Effective verbal and non-verbal communication
- Questioning and discussion facilitation
- Integrating technology meaningfully
- Digital literacy and online safety
- Assistive technology for diverse learners
- Using technology for assessment and feedback
- Promoting digital citizenship

Sample Question 1

A fourth-grade teacher wants students to analyze the causes of the American Revolution. According to Bloom's Taxonomy, this objective is at which cognitive level?

- A. Remember
- B. Understand
- C. Apply
- D. Analyze

Sample Question 1

Answer: D

"Analyze" requires students to break down information into parts and examine relationships—this aligns with the "Analyze" level of Bloom's Taxonomy, which is a higher-order thinking skill.

Sample Question 2

Which strategy BEST promotes student engagement during a whole-class discussion?

- A. Calling only on students who raise their hands
- B. Using wait time after asking questions
- C. Answering questions for students who struggle
- D. Moving quickly through the discussion

Sample Question 2

Answer: B

Using wait time (3–5 seconds) after asking questions allows all students time to think, increases participation, improves quality of responses, and promotes deeper thinking.



Assessment

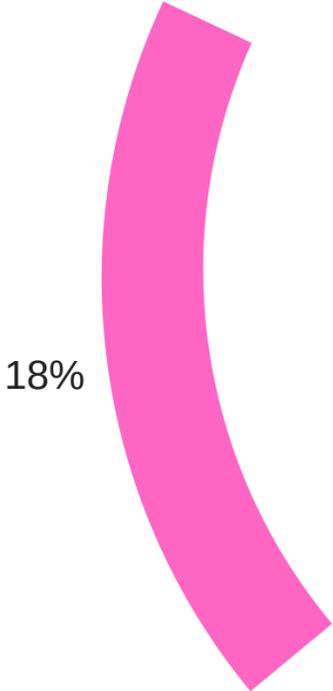


Domain III Content Areas

ASSESSMENT TYPES & PURPOSES

INTERPRETING ASSESSMENT DATA

USING ASSESSMENT TO GUIDE INSTRUCTION



DOMAIN III
Assessment

Assessment Types & Purposes

- Formative vs. summative assessment
- Diagnostic assessment
- Informal vs. formal assessment
- Criterion-referenced vs. norm-referenced tests
- Authentic assessment and performance tasks
- Portfolios and rubrics
- Self-assessment and peer assessment
- Running records and anecdotal notes

Interpreting Assessment Data

- Understanding standard scores and percentiles
- Analyzing student work samples
- Identifying patterns and trends in data
- Understanding reliability and validity
- Mean, median, and mode
- Recognizing assessment bias
- Using data to identify learning gaps

Using Assessment to Guide Instruction

- Adjusting instruction based on formative data
- Providing effective feedback
- Setting goals with students
- Progress monitoring
- Response to Intervention (RTI) framework
- Using assessment to differentiate instruction
- Communicating assessment results to stakeholders

Sample Question 1

A teacher wants to assess students' understanding during a lesson to adjust instruction immediately. Which assessment type is *MOST* appropriate?

- A. Summative assessment
- B. Formative assessment
- C. Standardized test
- D. Final exam

Sample Question 1

Answer: B

Formative assessment is used during instruction to monitor learning and provide immediate feedback. It allows teachers to adjust teaching in real-time based on student understanding.

Sample Question 2

A student scores at the 75th percentile on a standardized reading test. This means:

- A. The student answered 75% of questions correctly
- B. The student scored better than 75% of students in the norm group
- C. The student is reading at a 7th-grade, 5th-month level
- D. The student needs remediation in 25% of reading skills

Sample Question 2

Answer: B

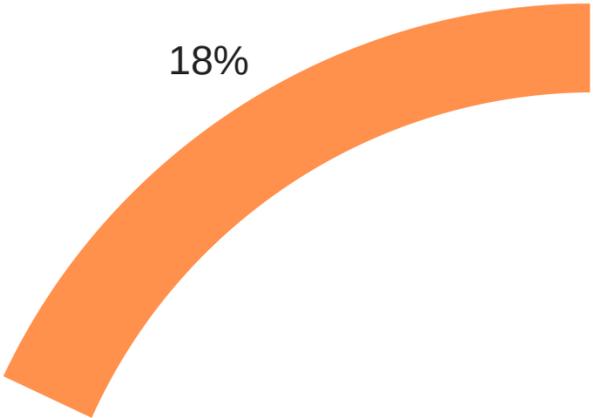
Percentile rank indicates the percentage of students in the norm group who scored at or below this student's score. The 75th percentile means the student performed better than 75% of peers.



Professional Development, Leadership, & Community

Domain IV Content Areas

- PROFESSIONAL RESPONSIBILITIES
- LEGAL & ETHICAL ISSUES
- COLLABORATION & COMMUNICATION



DOMAIN IV

Professional Development, Leadership, & Community

Professional Responsibilities

- Reflective practice
- Professional learning communities (PLCs)
- Continuing education and professional development
- Professional standards and ethics
- Time management and organization
- Record keeping and documentation
- Advocating for students

Legal & Ethical Issues

- FERPA (Family Educational Rights and Privacy Act)
- IDEA (Individuals with Disabilities Education Act)
- Title IX and anti-discrimination laws
- Mandated reporting requirements
- Copyright and fair use
- Student rights and responsibilities
- Confidentiality and privacy
- Due process

Legal & Ethical Issues

- Parent-teacher communication strategies
- Parent conferences and home-school partnerships
- Collaborating with colleagues
- Working with support staff and specialists
- Engaging families from diverse backgrounds
- Community resources and partnerships
- Communicating student progress effectively
- Using multiple communication methods

Sample Question 1

A teacher suspects a student is being neglected at home. The student comes to school hungry, in dirty clothes, and appears exhausted. What is the teacher's legal obligation?

- A. Call the parents to discuss concerns
- B. Report concerns to child protective services
- C. Provide food and clothing to the student
- D. Wait to see if the situation improves

Sample Question 2

Answer: B

Teachers are mandated reporters and must report suspected child abuse or neglect to the appropriate authorities (child protective services). This is a legal requirement.

Sample Question 2

Which practice BEST demonstrates culturally responsive family engagement?

- A. Sending all communications only in English
- B. Holding conferences only during school hours
- C. Providing translation services and flexible meeting times
- D. Expecting all families to participate in the same way

Sample Question 2

Answer: C

Culturally responsive practice includes removing barriers to participation by providing translation, flexible scheduling, and recognizing diverse family structures and communication preferences.



Constructed Response Overview

Constructed Response Format

- 4 essay questions based on 2 case studies
- Each case study has 2 questions
- Questions draw from all four content domains
- Typed responses (not handwritten)
- Scored by trained evaluators using rubrics
- Worth 25% of total exam score

Case Studies

- Student information and background
- Classroom scenarios
- Sample student work
- Assessment data

Constructed Response Tips

- Read the case study carefully – Underline key information
- Read all questions before writing – Understand what's being asked
- Plan your response (2–3 minutes per question)
- Write clearly and directly – Use specific examples from the case
- Reference educational theories/practices – Show your pedagogical knowledge
- Proofread – Check for clarity and completeness

Time Management

- 30 minutes per case study (2 questions each)
- ~12-15 minutes writing per question
- Leave time to review

Constructed Response Tips

- Use educational terminology correctly
- Reference specific details from the case study
- Provide rationale for your recommendations
- Cite relevant theories, laws, or best practices
- Be specific and concrete
- Write in complete sentences with clear organization

Constructed Response Sample Question

Case Study Excerpt: Ms. Johnson teaches a third-grade class with 24 students, including 3 English Language Learners and 2 students with IEPs for reading disabilities. During a science unit on plants, she notices that students struggle to remember vocabulary terms despite repeated review.

Question: Identify TWO instructional strategies Ms. Johnson could use to help ALL students, including ELLs and students with reading disabilities, learn and retain science vocabulary. For each strategy, explain how it addresses the diverse needs of her students.

Scoring & Study Tips

Scoring

Each test is scored on a scale of 100–200. The passing score varies by state, but typically ranges from 155–162 for each test. Check with your state's Department of Education for specific requirements.

Study Tips

Red Flags in Answer Choices:

- Extreme language ("always," "never," "only")
- Strategies inappropriate for the grade level
- One-size-fits-all approaches
- Answers that ignore individual student needs
- Punitive or negative approaches

Study Tips

Good Words to Look For:

- "Differentiated," "scaffolded," "appropriate"
- "Multiple," "varied," "flexible"
- "Evidence-based," "research-supported"
- "Collaborative," "inclusive"

Key Theories

Cognitive Development:

- Piaget – Stages of development (sensorimotor, preoperational, concrete operational, formal operational)
- Vygotsky – Zone of Proximal Development, scaffolding, social learning
- Bruner – Discovery learning, spiral curriculum

Key Theories

Learning Theories:

- Behaviorism (Skinner, Pavlov) – Reinforcement, conditioning
- Constructivism (Piaget, Vygotsky) – Students construct knowledge
- Social Learning (Bandura) – Modeling, self-efficacy

Key Theories

Motivation & Needs:

- Maslow – Hierarchy of Needs
- Gardner – Multiple Intelligences
- Bloom – Taxonomy of Learning Objectives

Key Theories

Classroom Management:

- Kounin – Withitness, overlapping, momentum
- Canter – Assertive Discipline

Key Terms

- IEP – Individualized Education Program (special education)
- 504 Plan – Accommodations for students with disabilities (not special ed)
- FAPE – Free Appropriate Public Education
- LRE – Least Restrictive Environment
- IDEA – Individuals with Disabilities Education Act
- FERPA – Privacy of student records
- Title IX – Prohibits sex-based discrimination
- ELL/ESL – English Language Learners/English as Second Language
- RTI – Response to Intervention
- Mandated Reporter – Legal obligation to report abuse/neglect
- Due Process – Legal rights in disciplinary actions

Vocabulary

- Formative Assessment – During instruction, to guide teaching
- Summative Assessment – At end of unit/course, to evaluate learning
- Diagnostic Assessment – Identifies strengths/weaknesses before instruction
- Authentic Assessment – Real-world performance tasks
- Rubric – Scoring guide with criteria and levels
- Validity – Test measures what it's supposed to measure
- Reliability – Consistency of test results
- Norm-Referenced – Compares student to peers
- Criterion-Referenced – Compares student to standard/benchmark
- Percentile Rank – Percentage of students scoring at or below

Thank You

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