

LET 2026 General Education and Professional Education Study Guide

Licensure Examination for Teachers (LET) 2026 is the qualifying exam for aspiring professional teachers in the Philippines. It consists of two main components for all examinees: **General Education (Gen Ed)** and **Professional Education (Prof Ed)**. (Secondary level examinees also take a specialization subject, but this guide focuses on the Gen Ed and Prof Ed parts common to all.) To **pass the LET**, you must score an average of at least **75%** and **not score below 50% in any test** (i.e. in Gen Ed or Prof Ed)[1]. The **exam weight** distribution differs by level: for **Elementary** teacher candidates, Gen Ed is 40% and Prof Ed 60% of the exam, whereas for **Secondary** level it's 20% Gen Ed, 40% Prof Ed, and 40% specialization[2]. Starting 2023, the LET coverage was **updated (Enhanced Table of Specifications)** to align with the new teacher education curriculum[3], so it's important to study the latest topics. This study guide provides a structured breakdown of **major topics, essential subtopics, question formats, study tips, and resources** for both Gen Ed and Prof Ed sections of LET 2026.

General Education (Gen Ed)

The **General Education** portion covers a broad range of basic academic subjects. It aims to measure your general knowledge and intellectual skills across languages, math, science, social sciences, and humanities. For elementary level examinees, Gen Ed accounts for ~40% of the exam, and for secondary level about ~20%[2]. The PRC's updated coverage (effective 2023 onward) organizes Gen Ed into areas like *language communication, scientific and mathematical literacy, social and civic knowledge, and practical skills*. In practice, this means you should be prepared for questions from English and Filipino, math, science, social studies, arts, and general information. Below is a breakdown of the **major Gen Ed subject areas and key subtopics** to study:

- **Language and Communication (English and Filipino):** This includes **Purposive Communication in English** and **Komunikasyon sa Filipino**. Key topics are English grammar and correct usage (parts of speech, sentence structure), reading comprehension and vocabulary, writing skills and composition, and speech/oral communication. In Filipino, review balarila (grammar), talasalitaan (vocabulary), at masinop na pagsulat (effective writing in Filipino). Literature is also part of this domain – expect questions on **Philippine Literature** and **Master Works of the World** (world literature classics) covered in the curriculum[4]. For example, you might be asked about the theme of a known literary work or to identify a figure of speech in a given excerpt. Be familiar with notable Filipino literary pieces and authors, as well as international classics. In both English and Filipino, **research and study skills** are included – e.g. writing theses or research papers (as hinted by “*Pagbasa at Pagsulat Tungo sa Pananaliksik*” in Filipino)[5]. *Essential concepts to*

study: grammar rules (tense, subject-verb agreement, pronouns), essay and letter formats, speech communication principles, and literary devices.

- **Mathematics:** The math portion covers **Fundamentals of Math**, basic and intermediate math topics typically taught in K-12. Focus on **Arithmetic** (operations on whole numbers, fractions, decimals, percentages), **Elementary Algebra** (simplifying expressions, solving linear equations, word problems), **Plane Geometry** (properties of shapes, perimeter/area/volume, theorems on triangles and circles), and **Statistics and Probability** (mean, median, mode, basic probability concepts)[6]. Recent curricula emphasize practical math skills, so expect problem-solving questions that apply math to real-life scenarios (e.g. simple business math or interpreting data). *Essential concepts*: order of operations (PEMDAS), factoring algebraic expressions, basic geometric formulas, interpreting graphs and tables, and probability rules (like computing simple probabilities or combinations).
- **Science and Technology:** This area spans general **Biological Science** and **Physical Science**. You should review basic **General Biology** concepts (cell biology, human anatomy basics, ecology, genetics) and fundamental **Earth Science** topics (geology, meteorology, astronomy) as indicated in the coverage[7]. Basic chemistry and physics concepts can also appear (often under physical science), such as states of matter, basic laws of motion, or simple electrical concepts, but the emphasis is on general science literacy rather than advanced formulas. There is also an increasing focus on **Science, Technology, and Society**, so be aware of current issues like climate change, renewable energy, or health and safety (for example, understanding pandemics or vaccines might be relevant). *Essential concepts*: the scientific method and scientific attitudes, human body systems, ecosystem relationships, Earth's structure and processes (volcanoes, earthquakes, seasons), and basic astronomy (e.g. phases of the moon). Also review practical science – e.g. interpreting simple experiments or understanding technological applications.
- **Social Studies and Social Sciences:** This broad category includes Philippine history, government, economics, culture, and related social science topics. Key areas to study:
 - **Philippine History** – major periods and events in Philippine history from pre-colonial times to present, important dates, and contributions of national heroes. Know the life and significant works of **José Rizal** and other heroes (as questions about Rizal's life and writings are common due to the mandated Rizal course)[8].
 - **Philippine Government and the Constitution** – the structure of the Philippine government, powers of the executive/legislative/judicial branches, and important provisions of the **1987 Constitution**, especially Article XIV (Education, Science & Technology, Arts, Culture) and Article II (Declaration of Principles) which includes education and human rights. Be familiar with basic human rights provisions and

current governance concepts like decentralization (local government units). Questions may ask about the roles of government agencies in education or specific constitutional articles[9].

- **Basic Economics and Taxation** – fundamental economic concepts (supply and demand, inflation, GDP), Philippine economic issues (agrarian reform, taxation system, currency), and government programs for agriculture and trade[10]. You might be asked, for instance, about the purpose of agrarian reform or the effect of a particular tax law.
- **Society and Culture** – Philippine society, social issues, and cultural practices. This can include population education (note the inclusion of “*family planning*” in the coverage)[11], sociology basics, and current social issues (poverty, education, OFW concerns). Also understand concepts of culture, values, and how society is structured (e.g. social institutions like family, schools, etc.).
- *Essential concepts*: chronology of Philippine historical events, key constitutional principles (e.g. “sovereignty resides in the people”), functions of government branches, economic indicators, and cultural values.
- **Arts, Humanities, and General Information**: The Gen Ed exam often includes a few questions on general knowledge and humanities. This can encompass **Arts and Culture** (basic art appreciation, important Filipino cultural symbols, national artists or cultural heritage), **Philosophy and Ethics** (the coverage mentions “*Philosophy of Man*” which relates to ethics or basic philosophical thought)[12], **General Psychology** (basic understanding of human behavior and understanding the self – aligned with the CHED course *Understanding the Self*), and **Information and Communication Technology (ICT)** basics[13]. For arts, know some elements of music, visual arts, or Philippine arts (for example, questions about a national artist for literature or what a particular art term means). For philosophy/ethics, you might encounter questions on values or logical reasoning (e.g. identifying a fallacy or an ethical principle). For psychology, basic concepts like parts of the brain, learning styles, or developmental tasks might appear, since these overlap with understanding oneself and others. ICT questions could cover basic computer literacy or educational technology trends (though in Gen Ed they would be simple, like identifying what MS Word is used for, or what the internet provides). *Essential concepts*: major Filipino artworks or art forms (like *kundiman*, *bahay kubo* architecture, etc.), key philosophical ideas (e.g. “*Philosophy of Man*” can imply basic ethics or human values), basic psychology terms (personality, intelligence, etc.), and basic computer-related terms (like what is a spreadsheet, email, social media usage).

Typical Question Formats in Gen Ed: All Gen Ed questions are multiple-choice (usually 4 choices). Many are direct and knowledge-based, while others test basic reasoning. **Language** questions often present a sentence with a blank or an error and ask you to choose the correct word or correction. For example, an English question might be: “*Despite her parents’ complaints, she decided to live by ___ in Manila.*” Options: A. her, B.

herself, C. oneself, D. himself. The correct answer is "**herself**"^[14], testing your knowledge of reflexive pronoun usage. English may also include reading comprehension passages with questions about the main idea or context clues. **Filipino** questions can be similar (correct grammar in Filipino, or interpreting a short talata).

Math questions are typically problem-solving or computational. You might be asked to solve for a missing number, do a quick computation, or apply a formula (geometry or algebra). For instance, a question could give a simple word problem: *"If a teacher divides 120 books equally among 8 classrooms, how many books per classroom will each get?"* and you'd choose the correct quotient (15 in this case). Some math items test understanding of concepts (e.g., identifying a prime number or the next term in a number sequence). **Science** questions often ask for the definition of a scientific term, the function of an organ, the cause of a phenomenon, or the best explanation for a simple experiment result. A common format is a **science fact question** (e.g., *"Which organelles are known as the powerhouse of the cell?"* – A. Mitochondria, etc.) or a question on scientific attitudes (e.g., *"A student believes every event has a cause or reason. Which scientific attitude does this reflect?"* – likely *belief in causality or determinism*). **Social studies** items may ask about historical dates (*"In what year did the Philippines gain independence from the United States?"*), important documents (*"What is the highest law of the land?"* – the Constitution), or roles of government (*"Who is the head of the executive branch of the Philippine government?"*). They may also present brief scenarios or quotations, e.g. a line from a hero's writing and ask you to identify the author. **General info or arts** questions can be trivia-like (e.g., *"Who wrote Noli Me Tangere?"* or *"What is the traditional Filipino folk dance from Tinikling?"*). Overall, Gen Ed questions are usually straightforward; if you have a solid foundation in each subject, you can deduce the answers.

Example 1: *English (Grammar)* – *"Choose the sentence that is grammatically correct:"* followed by four versions of a sentence with slight differences in punctuation or word form. You must spot the correct one (this tests knowledge of grammar rules and sentence structure).

Example 2: *Science* – *"Why is babyhood often referred to as a 'critical period' in personality development?"* Options might include facts about hazards in infancy or foundational personality structures. (This example intersects with developmental psychology in Prof Ed, but similar questions on scientific or health concepts can appear in Gen Ed.)

In answering Gen Ed questions, remember they often have **one clearly correct answer** if you recall your lessons; use elimination for choices that are obviously wrong. Watch out for qualifiers like *NOT*, *EXCEPT* in the question stem, which mean you're looking for the false statement among truths (a common format especially in general information or social science items).

Study Tips for General Education

- **Cover All Subject Areas:** Organize your review by subject (English, Filipino, Math, Science, Social Studies, etc.) to ensure you don't neglect any area. Each subject in Gen Ed can have a significant number of questions, and **scoring below 50% in Gen Ed will cause you to fail the exam** regardless of your overall average[1]. Identify which subjects are your weakest and allocate more time to those, but **don't skip** any subject entirely. For example, if you're strong in languages but weak in math, keep polishing your English/Filipino while doing extra math drills daily.
- **Use the Curriculum as a Guide:** The LET Gen Ed is aligned with the general education curriculum taught in college and K-12. Review the CHED General Education subjects like *Purposive Communication*, *Understanding the Self*, *The Contemporary World*, *Readings in Philippine History*, *Mathematics in the Modern World*, etc., as these mirror the LET coverage. The **Enhanced Table of Specifications** effective 2023 explicitly ties Gen Ed to these domains (Intellectual Competencies, Personal and Civic Responsibility, Practical Skills)[15]. For instance, *Understanding the Self* relates to basic psychology, and *The Contemporary World* relates to current events and global literacy. Ensure you study key concepts from each of these core subjects.
- **Practice with Sample Questions:** Use LET review books and online quizzes to practice answering Gen Ed-type questions. This will not only test your knowledge but also get you used to the phrasing of questions. Free question banks like **PinoyBIX** provide hundreds of practice MCQs for Gen Ed[16]. Take note of which questions you miss and review those topics in-depth. Time yourself when taking practice tests – you'll have limited time in the actual exam (around 2 hours for Gen Ed), so you must work at a steady pace.
- **Memorize Key Facts and Formulas:** While understanding is important, Gen Ed still requires recall of specific facts – dates in history, definitions in science, formulas in math. Create quick-reference sheets for things like multiplication tables, area/volume formulas, constitutional article numbers, scientific terms, etc. Use mnemonics for lists (e.g. the planets, taxonomy order, or the ten amendments in the 1987 Constitution regarding education and language). For math, memorize common formulas and do manual computations for practice; note that **calculators are not allowed for Gen Ed** (only secondary math majors can use non-programmable calculators in their specialization)[17], so you should be comfortable doing basic calculations by hand.
- **Improve Reading Comprehension:** A considerable part of Gen Ed (especially language and some social science questions) involves reading comprehension. Practice reading passages (in both English and Filipino) and answering questions about main idea, inference, or vocabulary in context. Increase your reading speed and retention by regularly reading articles or short essays, since the exam might

include a long paragraph followed by questions. Similarly, practice following multi-step problems in math or science logically. Understanding what a question *really* asks is half the battle – watch for keywords (e.g., “*best describes*,” “*except*,” “*first step*”).

- **Stay Updated on Current Events:** Sometimes general information or “The Contemporary World” type questions involve recent events or general knowledge. Pay attention to major news in education, science, and social issues especially in the Philippines. For example, know basic facts about ASEAN, climate change initiatives, or DepEd’s recent programs (just in case these are referenced indirectly). These can help in answering questions that are not straight from textbooks but assume an aware test-taker.
- **Exam Strategy for Gen Ed:** In the exam, tackle easy questions first – this builds confidence and saves time. If a question stumps you (e.g. a tricky math problem or a very unfamiliar term), do not spend too long; mark it and return after answering the rest. Often a later question might trigger a memory that helps with an earlier one. Use the process of elimination aggressively: rule out obviously wrong answers to improve your guessing odds. Be cautious with “all of the above” or “none of the above” options; evaluate each statement. Keep an eye on the time – because Gen Ed covers many subjects, it’s easy to lose track if you get engrossed in a tough question. Aim to complete a first pass through all Gen Ed items with enough time left to revisit difficult ones.

Professional Education (Prof Ed)

The **Professional Education** section examines your knowledge of pedagogy and the teaching profession. This is a heavier weighted part: ~60% of the exam for elementary level and ~40% for secondary level[2], reflecting the importance of teaching skills and principles. Prof Ed covers everything a teacher needs to know **beyond subject content** – how to teach effectively, how students learn, classroom management, assessment, curriculum, educational technology, and the teacher’s responsibilities in the Philippine education system. With the introduction of the new curriculum and licensure specifications, Prof Ed now aligns with topics from the teacher education courses (principles of teaching, child and adolescent development, curriculum development, etc.), including practical components like field study and internship. **Many test takers find Professional Education challenging** – in fact, it’s noted that while many can pass the general and major subjects, they **fail in Professional Education if not well-prepared**[18]. Thus, give this section ample study time. Below is a breakdown of major Professional Education topics and essential points under each:

- **The Teaching Profession and Social Dimensions of Education:** This topic covers the teacher’s identity, roles, and the socio-cultural context of education. Key concepts include the **Philippine Teachers’ Professionalization Act (R.A. 7836)** and the **Code of Ethics for Professional Teachers** (Resolution No. 435, 1997) – you

should know teachers' obligations to learners, the state, the profession, and colleagues. The *“Teaching Profession”* component also involves understanding the qualities of an effective teacher, professional standards (e.g. the Philippine Professional Standards for Teachers framework), and continuing professional development. The *“Social Dimensions of Education”* refers to how education relates to society: issues like inclusive education, multicultural education, gender sensitivity in the classroom, and current issues (e.g. addressing the needs of IPs or learners with disabilities, the impact of COVID-19 on schooling, etc.). **Educational laws and policies** are very important: study the Magna Carta for Public School Teachers (R.A. 4670), the Education Act of 1982 (B.P. 232), Child Protection policies (DepEd Order No. 40 s.2012), and the K-12 Law (R.A. 10533) – these often inform scenario questions. *Essential concepts*: teacher's rights and responsibilities, school and community partnership, the roles of agencies like DepEd, CHED, and PRC, and ethical dilemmas a teacher might face (with the Code of Ethics guiding the action)[19].

- **Principles of Teaching, Instructional Strategies, and Classroom Management:** This area deals with **how to facilitate learning effectively**. It includes fundamental **Principles of Learning** (e.g. “learning is an active process,” “each learner has unique needs,” etc.), and **Teaching Strategies** for different subjects and learners. Expect questions on various methods: inductive vs. deductive teaching, collaborative learning, differentiated instruction, inquiry-based learning, and so on[20]. Classic principles like Thorndike's laws of learning, principles of motivation, and scaffolding by Vygotsky can come up. **Classroom Management** techniques (handling misbehavior, establishing routines, positive reinforcement) also fall under this. You might be asked the best approach in a given classroom scenario (for instance, how to handle a disruptive student, or which strategy promotes critical thinking). With the emphasis on 21st-century skills, familiarize yourself with student-centered approaches (constructivist teaching, use of real-life contexts, etc.). *Essential concepts*: lesson planning basics (writing clear objectives in behavioral terms using Bloom's taxonomy), the difference between teacher-centered and learner-centered methods, techniques for classroom discipline, and strategies for teaching diverse learners (multigrade classes, inclusion, multilingual classrooms).
- **Educational Technology:** As part of modern teaching, you must know how to use and integrate technology and instructional media in education[21]. Topics here include traditional instructional materials (chalkboard, flashcards, charts) as well as modern **ICT tools** (projectors, computers, educational software, internet resources). Study the principles of **media selection** (e.g. Dale's Cone of Experience – which relates the concreteness of learning experiences to different media) and how to design effective **Instructional Materials (IMs)**. Also, concepts like **blended learning**, use of social media or mobile devices for learning, and DepEd's LRMS (Learning Resources Management and Development System) can be relevant. The

ASSURE model for instructional design or ADDIE model might be mentioned in passing. Since the LET was updated post-pandemic, also be aware of remote learning strategies (online class management, using Zoom or Google Classroom, etc.), although questions will likely stick to principles rather than specific software. *Essential concepts:* maximizing student engagement with tech, appropriate use of visual aids, principles of multimedia learning (e.g. not crowding slides with text), and ethical use of technology (e.g. respecting copyrights, data privacy for students).

- **Curriculum Development:** This topic covers how curricula are designed, implemented, and evaluated. Review the definitions of **curriculum** (traditional and progressive views), elements of the curriculum (goals, content, learning experiences, evaluation), and **curriculum development models** (Tyler’s Objective Model – famous for its four basic principles, Taba’s Grassroots model, etc.). Understand the **K-12 Basic Education Curriculum** structure in the Philippines – for example, the spiral progression approach in Science and Math, and the content of the core and contextualized subjects for Senior High School[22]. Know the differences between the **old curriculum vs. new K-12 curriculum**, since the LET may include questions on the rationale of the K-12 reform (why it was implemented, added two years, etc.). Also, study **curriculum implementation** issues (the role of teachers in curriculum development, how learning competencies are set like the MELCs during the pandemic) and **curriculum evaluation** (e.g. how to assess if a curriculum is effective, like through achievement tests or program evaluation models). *Essential concepts:* hidden curriculum vs. official curriculum, learner-centered curriculum, indigenization and localization of curriculum (important in Philippines context), and lesson planning alignment with curriculum guides (e.g. using the DLL/DLP format mandated by DepEd).
- **Facilitating Learning and Learner Development:** Often referred to as *Educational Psychology*, this area merges “Facilitating learning” with understanding the **Learner’s diversity and development**[19]. Key theories to master: **Behaviorist theories** (Pavlov, Skinner – classical and operant conditioning), **Cognitivist theories** (Piaget’s stages of cognitive development; information processing model), **Constructivist theories** (Vygotsky’s zone of proximal development, Bruner, discovery learning), and **Humanist/Other theories** (Maslow’s hierarchy of needs, Gardner’s multiple intelligences, Erikson’s psychosocial stages, Kohlberg’s moral development). You should be able to apply these theories to classroom situations. For example, a question might describe a scenario where a teacher gives tokens for good behavior (which reflects **operant conditioning**) or asks which stage a 7-year-old is in according to Piaget (answer: pre-operational moving to concrete operational). Also, study concepts of **motivation** (intrinsic vs extrinsic, how to motivate students), **learning styles** and modalities (visual, auditory, kinesthetic learners), and general principles like transfer of learning and metacognition. This domain is large, so focus on the most famous theorists and their key ideas, and practice distinguishing among different theories in context. *Essential concepts:*

reinforcement vs. punishment, scaffolding techniques, developmental characteristics of learners at different ages, and the influence of student factors like intelligence, aptitudes, family background on learning.

- **Child and Adolescent Development:** As a subset of educational psych, this specifically looks at developmental stages from childhood through adolescence[23]. Make sure you know developmental milestones and tasks in physical, cognitive, social, and emotional development. For example, **Piaget's stages** (sensorimotor, pre-operational, concrete operational, formal operational – and what children can do in each stage), **Erikson's stages** (trust vs mistrust, autonomy vs shame, etc., up to identity vs role confusion in adolescence), and other relevant developmental concepts (e.g. adolescent egocentrism, puberty changes, language acquisition stages). The LET might ask, for instance, “*At what developmental stage is a child able to think abstractly and hypothesize?*” (Answer: formal operational stage, typically onset of adolescence). Or a question on typical adolescent behavior (search for identity, peer influence). Understanding these will help you choose appropriate teaching strategies for different age groups in scenario questions. *Essential concepts:* developmental appropriate practices, characteristics of learners (e.g. grade-schoolers are very concrete thinkers, teenagers are establishing identity), and implications of development on discipline and guidance.
- **Assessment of Student Learning:** This is the **Educational Assessment and Evaluation** component. It's crucial to know the **principles of assessment** – reliability, validity, fairness, and how to ensure those in tests. Study the **different types of assessments:** *formative vs summative, diagnostic, placement, and evaluation*. Understand various assessment methods: **traditional** (paper-and-pencil tests, multiple-choice exams, essays) and **authentic assessments** (projects, portfolios, performance tasks). You should know how to compute basic statistical measures used in grading: mean, percentage score, frequency distribution, as well as concepts like **item analysis** (difficulty index, discrimination index) for test improvement[23]. The LET often includes a few computation or analysis questions in assessment, e.g. “*Given a set of student scores, what is the median?*” or “*If a test item has a difficulty index of 0.20, how would you describe that item's difficulty?*” (That would be a *very difficult* item, since only 20% got it right). Also be familiar with **Bloom's Taxonomy** and how it relates to formulating test questions at different cognitive levels. The Revised Bloom's (remembering, understanding, applying, analyzing, evaluating, creating) might be referenced in questions about lesson objectives or assessment. Another area is **grading systems** – e.g., what is norm-referenced vs criterion-referenced grading, and understanding DepEd's grading scale (if applicable). *Essential concepts:* Table of Specification (how a teacher plans an assessment content-wise), test construction guidelines (clarity of items, avoiding bias), types of test items (multiple choice, essay, etc., and

when each is appropriate), and alternative assessments (like self-assessment, peer assessment techniques).

- **Developmental Reading (for Elementary Level):** This topic is especially critical for those focusing on elementary education, but all teachers should grasp basics of teaching reading. It covers the **development of literacy skills** – from phonemic awareness, phonics, vocabulary, reading comprehension, to fluency and literary appreciation[23]. Review methods of teaching reading such as *phonics approach*, *whole language approach*, *language experience approach*, and strategies like SQ3R (Survey, Question, Read, Recite, Review) for reading comprehension. You should know how to assess reading ability (informal reading inventories, reading levels), and interventions for struggling readers (remedial reading strategies). A typical LET question might ask the **best technique to teach a certain skill** – e.g. “*What method would best develop phonemic awareness in beginning readers?*” or “*If a Grade 1 pupil is still unable to distinguish sounds, which area of reading should the teacher focus on?*” (Answer: phonological/phonemic awareness). Even secondary teachers could be asked about content-area reading strategies (like how to help high schoolers comprehend their textbooks). *Essential concepts:* stages of reading development, the 5 components of reading (phoneme awareness, phonics, fluency, vocabulary, comprehension), writing-reading connection, and children’s literature (using storybooks effectively).
- **Field Study and Practice Teaching:** With the new LET coverage, **Field Study and Teaching Internship** are explicitly included, recognizing the importance of practical training[24]. This means you should reflect on your experiences (or hypothetical experiences) during classroom observations and student teaching. Topics here include **classroom observation techniques** (what to look for, how to learn from a mentor teacher), **lesson plan implementation**, and **action research**. In fact, teachers are now encouraged to do **Action Research** as part of practice – the basics of which you should know: identify a classroom problem, implement an intervention, collect data, and reflect on results[24]. A LET question might give a scenario from a student teacher’s journal and ask what principle is demonstrated, or might ask about the **purpose of action research** (to systematically improve one’s own practice). Also, know the roles of cooperating teachers and how practice teaching is evaluated (observation tools, rubrics like the *Teacher Induction Program* expectations or the *PPST*). *Essential concepts:* the difference between **Field Study** (observing classes, linking theory to practice) and **Student Teaching** (actual teaching experience), sample studies a student teacher might do (e.g. testing if a new seating arrangement improves participation), and professional reflection (noting what went well or what to improve after a demo lesson).

Typical Question Formats in Prof Ed: The Prof Ed part of LET is largely composed of **situational multiple-choice questions**. Questions often start with a classroom scenario or a statement of a teacher’s action, then ask you to apply a principle or identify the best

practice. The key is to understand the underlying theory or principle illustrated by the scenario.

Many questions will begin like, “A teacher notices that ____... What is the best thing for the teacher to do?” or “Which principle of learning is shown in this situation: ...”. For example, a question might describe a teacher using tokens to reward students who complete assignments and then ask, “Which behavioral principle is the teacher applying?” (Answer: positive reinforcement, from Skinner’s operant conditioning).

There are also direct concept questions. For instance, expect items on **professional ethics and laws**: “Which description of a teacher is included in the preamble of the Code of Ethics for Professional Teachers?”[25]. This kind of question tests if you know the exact language of key documents (in this case, the Code of Ethics’ preamble emphasizes that teachers are “duly licensed professionals who possesses dignity and reputation...” – paraphrased). Another example: “The control and administration of all educational institutions shall be vested in citizens of the Philippines as stipulated in _____.” The answer is *the 1987 Constitution* (Art. XIV)[26]. These require recall of specific details from education laws and policies.

Learning theory and developmental psychology questions are common. For example: “Why is babyhood often referred to as a ‘critical period’ in personality development?” with options based on developmental concepts. Or, “A 6-year-old is in what stage according to Piaget’s theory?”. You may also see classic theorist questions like: “To whom is classical conditioning theory attributed, involving an experiment with a dog’s salivation and a buzzer?” The answer, of course, is **Ivan Pavlov**[27]. Philosophy and history of education can appear too (e.g., “Which philosophy of education emphasizes learning by doing – who among these philosophers advocated that?” – Answer could be John Dewey for Progressivism).

Scenario-based questions will often have all answers that seem plausible, but you must choose the *best* answer. For example:

“Ms. Cruz finds that her class has very diverse abilities. To address this, she plans to use varied activities so that each student can work at an appropriate level and pace. Which principle of teaching is illustrated by her approach?”

The choices might be (A) Learning by doing, (B) Individual differences, (C) Immediate feedback, (D) Multisensory learning. The best answer here would be **individual differences**, as she’s tailoring instruction to student variability.

Another example focusing on **assessment**:

“Teacher Juan wants to assess higher-order thinking in his students. Which of the following assessment tools is MOST appropriate?”

Options might include: (A) True/False quiz, (B) Essay test, (C) Matching type test, (D) Copying notes. The best answer is **Essay test** (because it can capture analysis and evaluation skills).

In **Professional Education questions**, careful reading is crucial. Look for keywords that hint at a specific principle (e.g. “reward/punishment” points to behaviorism, “reflective journal” points to reflective teaching or perhaps metacognition, “needs of the students come first” might hint at child-centered philosophy, etc.). Also note qualifiers like *MOST appropriate*, *FIRST step*, *BEST describes* – these signal that while several answers might not be outright wrong, you should choose the most fitting or priority action.

Example 1: Professional Ethics/Law – “Which of the following is a duty of a teacher under the Code of Ethics for Professional Teachers?” Options could list various duties (e.g. maintain dignified personality, engage in political activity, etc.), and you must pick the one actually stated in the code (like maintaining a dignified personality and moral character). This tests memory of the Code’s provisions.

Example 2: Learning Theory Scenario – “A Grade 3 teacher provides concrete objects for pupils to manipulate when learning multiplication. According to Piaget, which stage of cognitive development does this strategy align with?” The answer would be **Concrete Operational Stage** (since Grade 3 kids (~8-9 years old) learn best with concrete objects). This type of question combines a scenario with a theoretical concept.

Answering Prof Ed questions often boils down to *applying theory to practice*. Always consider: *What principle are they testing here?* If you’re unsure, eliminate answers that are clearly against best practice (anything that harms learners’ dignity, or contradicts known educational principles, is likely incorrect). Remember that in scenario questions, **context matters** – e.g., if the question specifies the learners are young children, the answers involving abstract tasks are probably wrong, since young kids need concrete, simple tasks.

Study Tips for Professional Education

- **Build a Strong Theoretical Foundation:** Start by thoroughly reviewing the core concepts from your education courses. This includes theories of learning (behaviorism, cognitivism, constructivism, humanism), developmental theories, major education philosophies (essentialism, progressivism, etc.), and curricular models. Use summary charts to compare theorists – e.g., a table of major learning theories, their proponents, and classroom application. Understanding theory will help you eliminate wrong answers in scenarios. If you can articulate key points like “Skinner = operant conditioning = use of rewards/punishments” or “Vygotsky = ZPD = scaffolding,” you will quickly recognize those concepts in questions.
- **Study Education Laws, Policies, and the Code of Ethics:** These are high-yield topics because they are factual and important for a teacher’s professional knowledge. Read the **Code of Ethics for Professional Teachers** (PRC Resolution

No. 435, 1997) in full[28] – know the key points of each article (especially teachers' obligations to students and to the profession). Study important laws: **R.A. 7836** (the law professionalizing the teacher, which led to LET itself), **R.A. 4670** (Magna Carta for Teachers, which covers rights like leave, academic freedom), **R.A. 10533** (K-12 law, which mandates the curriculum changes), and the **1987 Constitution provisions on education** (Article XIV). Understand also DepEd orders that impact teaching (such as the policy on child protection, inclusive education, Mother Tongue-Based Multilingual Education policy for early grades, etc.). Many LET questions are pulled from the exact wording of these documents, so it helps to memorize specific sections or at least the general content. For example, know what the Magna Carta says about class size, or what the Code of Ethics says about tutoring for a fee (it's discouraged if for your own students).

- **Use Scenario-Based Review:** When reviewing topics, always think “How would this look in a classroom scenario?” For instance, after studying a learning theory, imagine a classroom example of it. If you study *constructivism*, picture a teacher acting as a facilitator while students do a project. If you study *formative assessment*, imagine a teacher giving a short quiz and then adjusting instruction. This will train you to quickly identify the link between theory and practice, as required by many Prof Ed questions. Some review books or review centers (like PNU or TeacherPH) provide *mock situational questions* – practice with those to get used to the format[18]. You could also form study groups to discuss “What would you do if...?” scenarios, which is a great way to prepare for the situational nature of Prof Ed items.
- **Remember Acronyms and Frameworks:** Education has many frameworks (PPP in lesson planning: *Present, Practice, Perform* or the 4A's: *Activity, Analysis, Abstraction, Application*; the PPST domains; etc.). These might appear in questions. Make flashcards or acronym lists for things like the **Stages of Kohlberg's moral development (PCP: Pre-conventional, Conventional, Post-conventional)** or the **dimensions of curriculum**. Also know your DepEd acronyms (what is MTB-MLE, IPED, ALS, etc.), since sometimes a question might use an acronym assuming you know it. If you encounter a term like *UDL (Universal Design for Learning)* or *PPP curriculum*, you should at least have a clue what it refers to (UDL – designing lessons to accommodate all learners; PPP – a teaching method structure). These details can be gleaned from current DepEd/CHED memos or education news, which is part of staying updated.
- **Practice Professional Calculations and Analysis:** For assessment and evaluation, be ready to do a bit of math or logical analysis. Practice computing item difficulty and discrimination if you have the formula, or at least understand what high/low values mean. Review how to compute **grades** (e.g., if given raw scores and weight of exams, can you compute a final grade?), how to interpret a grading scale or a simple statistics problem (mean, median, mode). Also practice analyzing sample test items – for example, given an item and four student answer patterns, can you tell

which item might be faulty? This analytical practice will help in tackling the assessment questions confidently.

- **Don't Neglect Field Study/Internship Reflections:** A new aspect of the exam is drawing from experiential learning. Think back to any classroom observation or teaching internship you've had. Recall the challenges you saw or faced and how they were resolved. Review any **action research** you did or read about – what was the problem and solution? If you haven't done one, read sample teacher action research (many are available online, e.g., improving reading comprehension in Grade 2, etc.). It will give you an idea of what kind of practical problems teachers investigate. Also be familiar with basic research terms like *independent/dependent variable*, *hypothesis*, *qualitative vs quantitative*. They might slip in a question about which data collection method is appropriate for a teacher's classroom research (survey, observation, interview, test, etc.).
- **Time Management and Critical Reading in the Exam:** Prof Ed questions can be wordy. Train yourself to quickly parse the scenario – identify the **key details** (age of students, what the teacher did, what outcome happened) and the **key question** being asked (sometimes buried at the end of a long scenario). Underline or jot down mental notes of those key points. If a question scenario is long, try reading the *question stem* first (the actual question at the end) so you know what to look for in the scenario. Be mindful of time: you will typically have about 150 Prof Ed questions to answer in around 3 hours (if we base on typical PRC program schedules). Don't get stuck too long on one confusing scenario – mark it and move on, then come back if time permits. Sometimes later questions jog your memory or clarify earlier ones.
- **Apply the “Best Answer” Mindset:** In Prof Ed, it's not just about a *correct* answer, but the *best* answer in a given teaching situation. All options might be good practices, but one is *most appropriate*. Develop the habit of weighing options against each other. Ask yourself, “If I were the teacher, which of these would truly address the issue most directly or effectively?” Always prioritize student welfare and learning. The correct answer will never be one that harms students or violates professional ethics. When in doubt, choose the answer that is *learner-centered*, *ethical*, and *logically connected* to the question's situation.

Suggested Study Materials and Resources

Preparing for the LET 2026 is much easier with the right resources. Here are some recommended materials and references to guide your study:

- **PRC Coverage Guidelines and Table of Specifications:** Start with the official outline of LET topics. The **Professional Regulation Commission (PRC)** released an **Enhanced Table of Specification (TOS)** effective March 2023 which details the coverage for Gen Ed and Prof Ed[3]. Review this document or summaries of it (such

as those provided by review centers or websites like TeachPinas). It will ensure you don't miss any major topic. The PRC announcement clarifies the new coverage based on the updated curriculum, splitting Gen Ed into domains (Intellectual, Personal/Civic, Practical) and Prof Ed into domains (Teaching Profession, Curriculum/Instruction, Learners, Assessment, and Field Study)[15][29]. Use this as a checklist for your studies.

- **LET Review Books and Reviewers:** Invest in a good LET reviewer book that is up-to-date (2023 or 2024 edition) since it will already incorporate the new curriculum changes. Popular ones include those by authors or brands like **Compilation of LET Reviewers (e.g. by Villamin, or Gracek), Carl Balita's LET Reviewer, Soriano's LET Reviewer**, or books from known review centers. These typically contain concise topic reviews and practice tests. For Gen Ed, you might get separate reviewers per subject (e.g., a General Education Math reviewer booklet). For Prof Ed, books often contain hundreds of sample questions with explanations – very useful for understanding why an answer is correct. Always cross-check answers and explanations with other sources if you're unsure.
- **Online Review Platforms:** There are free and paid online review programs. For example, **TeacherPH** (in partnership with Philippine Normal University) offers an online LET review, including practice questions and coaching[18]. Participating in such programs can provide structure to your study and up-to-date materials. **Facebook groups or pages** dedicated to LET prep (like "LET Reviewer 2025/2026") often share daily questions or quizzes – these can be a quick way to test yourself and learn from others. Just ensure you double-check any answer key provided, as unofficial sources can sometimes have errors.
- **Past LET Questions and Practice Tests:** Practice is key. Use sources like **PinoyBIX** or **LetReviewonline** which have compiled *past LET questions* (or questions in the style of LET) for both Gen Ed and Prof Ed[16]. The **PRC or civil service exam type questions** can also give good practice for Gen Ed. There are also **mobile apps** now for LET reviewers – these can be handy for on-the-go quizzing. When doing practice tests, simulate exam conditions and review your wrong answers to learn from mistakes.
- **Teacher Education Textbooks and Lecture Notes:** Dust off your college notes and books from your BEd/BSEd classes. For Professional Education, classic textbooks used in Philippine education colleges are very helpful. For example:
 - **"Principles of Teaching" by Corpuz and Salandanan** – covers teaching approaches and strategies.
 - **"Facilitating Learning" by Corpuz and Lucas** – covers educational psychology topics.
 - **"Child and Adolescent Development" by Gregorio or Santamaria** – for dev psych.

- **“Curriculum Development” by Bilbao, Lucido, etc.** – for curriculum theories.
- **“Assessment of Learning” by Soriano or Santos** – for evaluation concepts.
- **“The Teaching Profession” by Bilbao et al.** – often covers the professional ethics and law parts.

These sources are detailed, so use them to clarify concepts you find difficult or for deeper understanding. If you didn't keep these books, you can often find PDF excerpts or replacements in libraries. Even the **DepEd Teachers' Manuals** or **Learning Modules** for K-12 can be surprisingly useful for Gen Ed refreshers (e.g., a Grade 10 Science module to review basic science concepts, or a Grade 6 Araling Panlipunan textbook for Philippine history).

- **Key Documents and Supplementary References:** Read primary sources for important documents:
- The **Code of Ethics for Professional Teachers** (available on PRC website[28] or as PDF) – so you know its provisions word-for-word.
- The **1987 Philippine Constitution (Article XIV)** – skim through sections on education, language, and arts/culture.
- **R.A. 10533 (K-12 Law)** – read the salient points (e.g., universal kindergarten, mother tongue in early grades, etc.).
- **R.A. 7836 and R.A. 4670** – know what these laws are about (professionalizing teachers, and protecting teachers' rights, respectively).
- **DepEd Order 42, s.2017** (National Adoption of the PPST) – just be aware of what PPST is (standards for teacher quality).
- **UNESCO or 21st Century Teaching resources** – reading up on global trends (like Education for Sustainable Development, 21st century skills framework) can give context that might help in essay-type insight (though LET is MCQ, understanding these can enrich your answer rationale in situational items).

Including these in your study ensures you're not just relying on second-hand summaries but getting information straight from the source, which can sometimes reveal details review books miss.

- **Review Centers and Mock Exams:** If feasible, joining a reputable **LET review center** (whether physical or online) can provide structure, up-to-date materials, and morale support. Centers often give *mock board exams* that simulate the real exam's difficulty. Philippine Normal University (PNU) and other teacher-training universities sometimes offer intensive review courses – these are designed by experts familiar with PRC's style. Even if you self-study, try to take at least one full **mock exam** under timed conditions. This will help with endurance (the LET is a whole day exam) and time management. After a mock exam, check which sections you scored low in and revisit those topics.

- **Community and Support:** Leverage your network – join LET Facebook groups, ask questions in forums like Reddit’s r/Philippines or online communities of teachers. Sometimes, recent passers share their experiences or even specific questions they recall (within limits). They might point out, for example, that “*I had several questions on Mother Tongue policy*” or “*Questions on the new grading system showed up*”. While you can’t be sure you’ll get the same questions, it helps to know what topics are trending. Just be discerning and always verify information you get from informal sources.
- **Healthy Study Habits:** Finally, the best resource is *you* – maintain a healthy routine leading up to the exam. Study regularly (make a timetable to cover all topics), but also get enough rest. During review, practice recall by teaching someone else a concept or summarizing a topic from memory – this strengthens retention. As the exam approaches, do a final “**highlights**” review of key points, but avoid cramming new heavy material on the last day. Prepare what you need (documents, materials) ahead of time so you can focus on doing your best on exam day.

Remember, the LET is comprehensive, but **with a clear study plan and the right resources, you can conquer it**. Trust the process of your preparation. As one guide from Teach Pinas advises: hold on to your goal, trust in yourself and do your best – “*You will eventually obtain a license because your endeavor proves that you deserve it.*”^[30] Good luck, future LPT! 💡

Sources:

- Professional Regulation Commission (PRC) – *Licensure Exam for Teachers Coverage and Table of Specifications*^{[2][3][31][8]}
- Teach Pinas – *LET Coverage 2026: Licensure Examination for Teachers* (Gen Ed and Prof Ed topic outline)^{[32][33][34]}
- PRC Board for Professional Teachers – *Program for LET (September 2025)* (exam weights and schedule)^{[35][36]}
- PinoyBIX – *LET General Education Coverage and Practice Questions*^[37]
- Quizlet – *General Education sample question (English grammar)*^[14]
- Scribd – *500 Professional Education Questions (sample questions on Code of Ethics, learning theories)*^{[25][27]}
- TeacherPH – *PNU Professional Education Reviewer (tips and notes)*^[18]
- PRC – *Code of Ethics for Professional Teachers (Resolution 435 s.1997)*^[28]
- Scribd – *LET Table of Specifications 2023-2024* (breakdown of domains and competencies)^{[15][29][24]}

<https://www.teachpinas.com/let-coverage-licensure-examination-for-teachers/>

[14] GENERAL EDUCATION: Type the letter of the correct answer ...

<https://quizlet.com/ph/315119499/let-comprehensive-reviewer-general-education-type-the-letter-of-the-correct-answer-flash-cards/>

[15] [24] [29] Let Table of Specification 2023-2024 | PDF | Mathematics | Science

<https://www.scribd.com/document/690189628/LET-TABLE-OF-SPECIFICATION-2023-2024-1>

[16] [37] MCQ in General Education Series | Licensure Exam for Teachers Review

<https://pinoybix.org/mcq-in-general-education-series-let>

[17] [22] Enhanced Table of Specification for LET (New TOS) - Teach Pinas

<https://www.teachpinas.com/enhanced-table-of-specification-for-let-new-tos/>

[18] PNU LET Professional Education Reviewer

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[35] [36] Are You suprised ?

[https://www.prc.gov.ph/sites/default/files/Sept%20%20%202025%20lept%20exam%20program%20\(prof%20teachers\)final.pdf](https://www.prc.gov.ph/sites/default/files/Sept%20%20%202025%20lept%20exam%20program%20(prof%20teachers)final.pdf)