



# TE<sub>x</sub>ES Pedagogy & Professional Responsibilities (PPR 160)

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- These slides overview information for each domain within the PPR 160 Exam. This test is designed to assess whether an examinee has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess.



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# EC-12 160 Test Overview

**01.** Domains I-IV

**02.** 5 hours

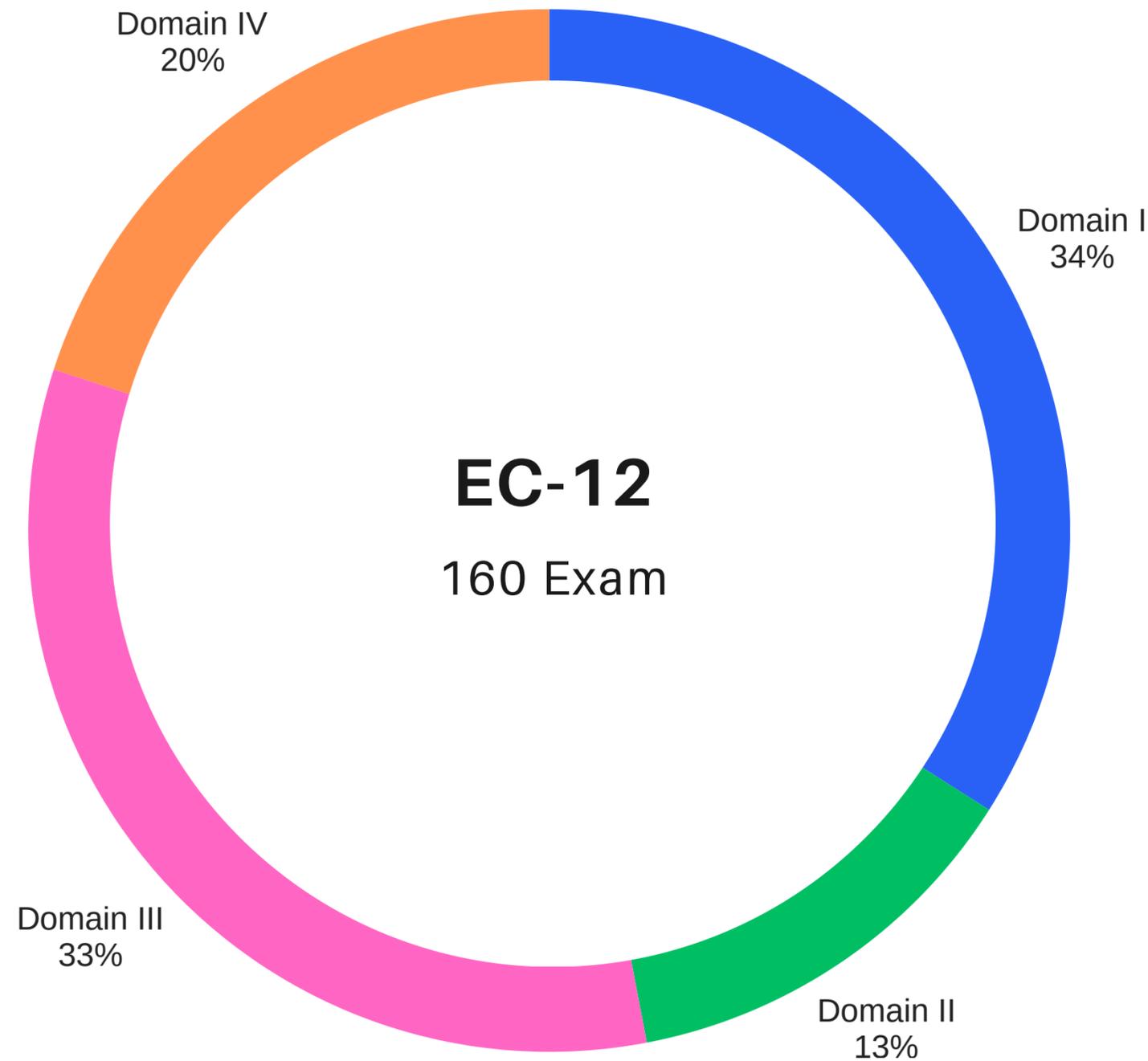
**03.** 100 selected-  
response questions



- I Designing Instruction & Assessment to Promote Student Learning**
- II Creating a Positive, Productive Classroom Environment**
- III Implementing Effective, Responsive Instruction & Assessment**
- IV Fulfilling Professional Roles & Responsibilities**

## **Pedagogy and Professional Responsibilities**

Each section is made up of a number of competencies. Explore each section to learn the breakdown of the competencies and understand the type of questions in that section.



# Domain I



# Designing Instruction & Assessment to Promote Student Learning

# Domain I Competencies

- 1. Foundations of Human Development**
- 2. Student Diversity & Individual Differences**
- 3. Instructional Planning**
- 4. Assessment, Data, and Adjustment**

**DOMAIN I**  
4 Competencies

Domain I  
34%



## Designing Instruction & Assessment to Promote Student Learning

This domain covers how a teacher designs instruction and assessment to promote student learning by applying knowledge of student differences, effective instructional goals, learning processes, and appropriate assessments to plan responsive learning experiences for students.

# Foundations of Human Development

The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

## Overview

- Recognizes stages and characteristics of physical, cognitive, social, and emotional development and how they influence learning across age levels
- Applies major theories of learning and motivation (e.g., cognitive, behavioral, constructivist) to instructional decision-making
- Understands how prior knowledge, experiences, and readiness affect how students acquire and process new information
- Identifies internal and external factors that influence learning, including family, culture, environment, and emotional well-being
- Uses knowledge of development and learning processes to create instruction that is developmentally appropriate and supportive of student growth

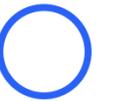


# Foundations of Human Development

## Sample Question 1

A fifth-grade teacher notices that several students can correctly complete multi-step math procedures during guided practice but are unable to explain why the procedures work when asked to justify their reasoning. Which instructional adjustment best reflects an understanding of cognitive development and learning theory?

- A. Increase independent practice time to strengthen procedural fluency first
- B. Model multiple worked examples and have students memorize the reasoning of steps to help them with understanding the process
- C. Incorporate structured opportunities for students to verbalize and represent their thinking using visual models and peer discussion
- D. Delay conceptual explanations until students demonstrate consistent accuracy across varied problem types



# Foundations of Human Development

**Answer: C**

This response reflects constructivist learning theory and cognitive development principles by emphasizing meaning-making, metacognition, and social interaction to deepen conceptual understanding, rather than relying solely on repetition or delayed reasoning.



# Student Diversity & Individual Differences

The teacher understands the variety of students and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.



## Overview

- Recognizes how cultural, linguistic, and socio-economic backgrounds influence students' learning styles, motivation, and classroom behavior
- Understands students' varying abilities, including learning differences, special education needs, and giftedness, and how these impact instruction
- Applies knowledge of student differences to plan differentiated instruction that is equitable and accessible for all learners
- Identifies strategies to support English language learners, students with disabilities, and other diverse populations in mastering content standards
- Monitors student progress and adjusts instruction based on evidence of how diverse learners respond to teaching strategies



# Student Diversity & Individual Differences

## Sample Question 1



A middle school teacher is planning a literature unit for a diverse class that includes English language learners, students with ADHD, and a few students identified as gifted. Which instructional approach best reflects an understanding of student diversity and individual differences?

- A. Provide the same reading material and assessment to the class to maintain equity amongst all students
- B. Group students by ability and assign different lessons and readings to each group
- C. Use tiered reading assignments, visual supports, and flexible grouping so that each student can engage with the content at an appropriate level
- D. Focus instruction on the students performing at grade level so that all students can meet grade-level standards



# Student Diversity & Individual Differences

**Answer: C**



Tiered instruction and flexible supports allow all students to access the same core content while addressing their individual needs, which aligns with best practices for differentiating instruction in diverse classrooms.



# Instructional Planning

The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives. ○

## Overview

- Designs instruction aligned with state standards, curriculum frameworks, and learning objectives
- Plans lessons and units that build on prior knowledge and are sequenced to promote conceptual understanding
- Uses clear, measurable learning goals to guide instruction and assessment decisions
- Integrates instructional strategies that actively engage students and promote higher-order thinking skills
- Adjusts instructional plans dynamically based on student performance, interests, and needs



# Instructional Planning

## Sample Question



A teacher is planning a social studies unit on civic engagement. To ensure alignment with learning objectives and promote student understanding, which approach best demonstrates effective goal-driven instructional planning?

- A. Assign readings and a project without specifying how they relate to state standards or learning goals
- B. Develop a series of lessons with objectives, scaffold activities, and include formative assessments to monitor progress
- C. Focus on covering all content in the textbook even if their isn't full student understanding because students need to be exposed to all of the information once
- D. Let students choose any topic of interest and design their own projects, with little guidance to ensure students use develop independence

# Instructional Planning

**Answer: B**



Scaffolding instruction, aligning activities with clear objectives, and monitoring progress with formative assessments reflects best practices in instructional planning and goal-driven design.

# Assessment, Data, and Adjustment

The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments. ○

## Overview

- Understands different types of assessments (formative, summative, diagnostic) and their purposes in guiding instruction
- Selects or designs assessments that are valid, reliable, and aligned to learning objectives and standards
- Analyzes student performance data to identify patterns, learning gaps, and strengths
- Uses assessment results to provide timely feedback that supports student growth and self-regulation
- Adjusts instruction based on assessment data to meet the diverse needs of learners
- Communicates assessment outcomes effectively to students, families, and colleagues to support learning and instructional decisions ○

# Assessment, Data, and Adjustment

## Sample Question



After reviewing formative assessment data, a teacher finds that English language learners are struggling with a science lab due to complex written instructions. What is the most appropriate adjustment to support learning?

- A. Allow all English language learners to work with a partner to help them with the lab
- B. Provide visual supports instructional scaffolds in the lab to allow all students to access the material
- C. Give English language learners an easier assignment so that they can understand it all in English
- D. Give English language learners the lab in their L1 and have them all work in a group together



# Assessment, Data, and Adjustment

**Answer: B**



Formative assessment data informs the teacher that scaffolding and multiple modes of instruction are needed, demonstrating responsive instructional adjustment and equitable access for all learners. English language learning students should have scaffolds to access the content in English, not solely translating everything to their language, so that they are learning the language as well as accessing the material.



# Domain II



# Creating a Positive and Productive Classroom Environment

# Domain II Competencies

5.

POSITIVE & INCLUSIVE  
CLASSROOM

6.

ORGANIZATION & BEHAVIOR  
MANAGEMENT

This section has 2 competencies. Review the following slides to understand each competency on the test.

**DOMAIN II**  
2 Competencies



# Positive & Inclusive Classroom

The teacher knows how to establish a classroom climate that fosters learning, fairness and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.



## Overview

- Uses the knowledge of developmental stages to establish a positive, productive classroom environment that is age appropriate
- Establishes a classroom climate that emphasizes collaboration and supportive interactions, respect for individual differences and active engagement in learning by all students
- Uses a variety of means to convey high expectations for all students
- Knows characteristics of physical spaces that are safe and productive for learning
- Creates a safe, nurturing and affirming classroom environment that addresses students' emotional needs and respects students' rights and dignity



# Positive & Inclusive Classroom

## Sample Question



A culturally responsive classroom environment is most clearly reflected when a teacher:

- A. Celebrates cultural holidays represented in the classroom
- B. Maintains the same behavioral expectations for all students so that the expectations are clear
- C. Connects instruction to students' cultural backgrounds and lived experiences
- D. Limits discussing cultural differences to only around holidays



# Positive & Inclusive Classroom

Answer: C



Culturally responsive teaching values students' identities and integrates them into instruction, strengthening belonging and engagement.



# Organization & Behavior Management

## Sample Question



A teacher notices that cooperative group work often results in some students doing most of the task while others remain passive. An effective strategy to increase individual accountability would be to:

- A. Assign group roles and include both group and individual performance measures
- B. Group the students beforehand so that the passive workers are in a group together
- C. Let groups decide how they want to divide the work
- D. Use whole-class instruction instead of group work to reduce confusion



# Organization & Behavior Management

Answer: A

Assigning roles and assessing both group and individual contributions increases accountability and ensures active participation.



# Domain II

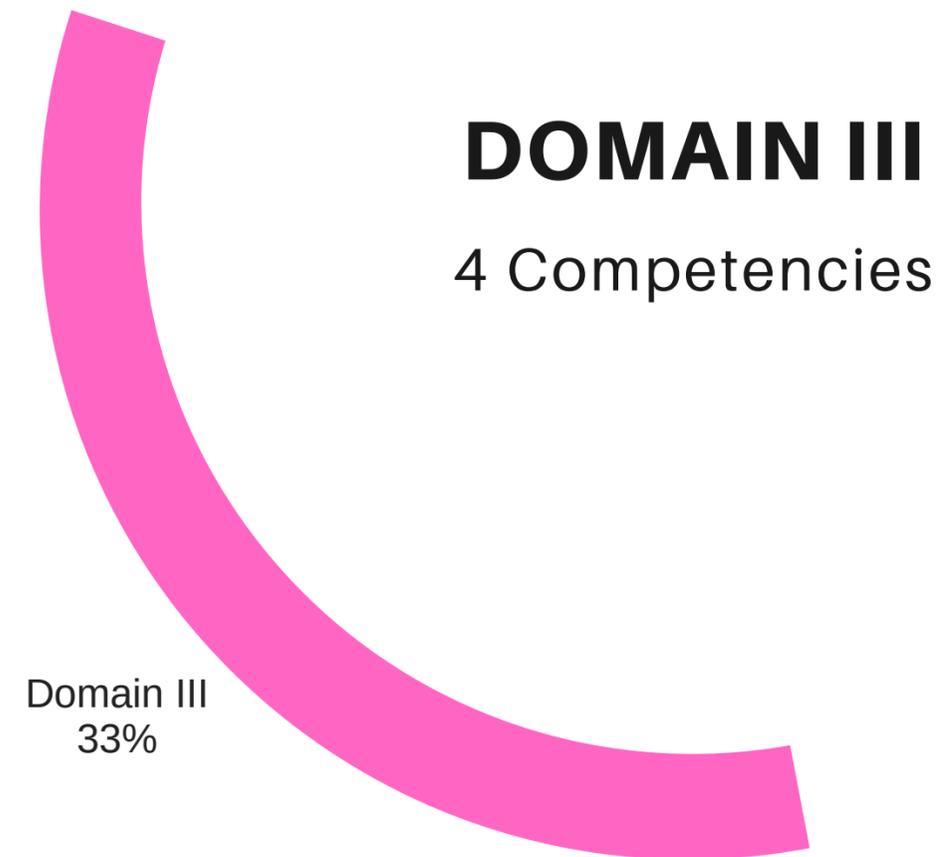


# Implementing Effective and Responsive Instruction and Assessment

# Domain III Competencies

- 7. EFFECTIVE COMMUNICATION
- 8. STUDENT ENGAGEMENT
- 9. TECHNOLOGY INTEGRATION
- 10. ASSESSMENT & FEEDBACK

This section has 4 competencies. Review the following slides to understand each competency on the test.



# Effective Communication

The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.



## Overview

- Uses clear, accurate, developmentally appropriate verbal and nonverbal communication
- Applies effective questioning strategies to promote higher-order thinking and student discourse
- Communicates content expectations, instructions, and feedback in ways students understand
- Adjusts communication to meet diverse linguistic, cultural, and learning needs
- Encourages respectful, productive interactions among students



# Effective Communication

## Sample Question



A middle school teacher notices that during whole-class discussions, a small group of students consistently gives minimal or incorrect responses, even though their written work shows strong understanding. The teacher wants to improve these students' participation and comprehension during oral discussions. Which action is most effective?

- A. Calling on the students more frequently to ensure accountability
- B. Rephrasing questions using simpler vocabulary and providing think time
- C. Asking peers to restate the students' responses to model correct answers
- D. Reducing whole-group discussions and increasing independent work time

# Effective Communication

**Answer: C**



The issue is communication access, not motivation or knowledge. Rephrasing questions and allowing wait time directly supports comprehension and expressive language.



# Student Engagement

## Sample Question

During a lesson, a teacher notices that students are completing tasks accurately but disengaging quickly and failing to apply concepts independently. The teacher wants to improve both engagement and transfer of learning. Which adjustment best addresses this goal?

- A. Increasing the number of guided practice problems
- B. Providing additional verbal explanations before practice
- C. Slowing the instructional pace to ensure understanding
- D. Incorporating real-world application tasks that require student choice

# Student Engagement

**Answer: D**



The problem is not accuracy but engagement and transfer. Student choice and authentic application increase cognitive demand and motivation.



# Technology Integration

The teacher incorporates the effective use of technology to plan, organize, deliver and evaluate instruction for all students.

## Overview

- Integrates technology to enhance instruction, assessment, and student engagement
- Selects digital tools that align with instructional goals and learning outcomes
- Promotes ethical, safe, and responsible technology use
- Uses technology to differentiate instruction and increase accessibility
- Evaluates the effectiveness of technology in supporting student learning



# Technology Integration

## Sample Question

A teacher is planning a unit in which students must analyze multiple sources, construct an evidence-based argument, and reflect on their learning process. The class includes students with varying levels of reading proficiency, language backgrounds, and access to technology at home. The teacher wants to use technology in a way that supports equity, higher-order thinking, and ongoing assessment throughout the unit. Which approach best meets these goals?

- A. Assigning a curated set of digital articles with built-in comprehension checks to ensure all students access the same content
- B. Using a learning management system to deliver readings, collect final essays, and post grades electronically
- C. Incorporating collaborative digital tools that allow students to annotate texts, discuss interpretations, and revise arguments with embedded teacher feedback
- D. Providing students with optional technology-based enrichment activities after completing the unit assessment



# Technology Integration

## Answer: C

This option integrates technology as an instructional tool that supports differentiation, collaboration, formative assessment, and metacognition. Students actively engage with content, peers, and feedback throughout the learning process.



# Assessment and Feedback

The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

## Overview

- Uses formative and summative assessments aligned with instructional objectives
- Analyzes assessment data to monitor progress and identify learning gaps
- Provides timely, specific, and actionable feedback
- Encourages student self-assessment and reflection on learning
- Adjusts instruction based on assessment results and performance trends
- Uses assessment outcomes to inform future instructional planning

# Assessment and Feedback

## Sample Question



After a formative assessment, a teacher finds that most students can recall key facts but struggle to apply concepts in novel situations. The teacher wants to address this before moving forward. Which action is most instructionally appropriate?

- A. Reteaching the lesson so that students have another chance to understand the material
- B. Providing additional practice focused on higher-order application tasks
- C. Reviewing correct answers with the whole class and explaining the reasoning
- D. Administering a summative assessment to confirm understanding



# Assessment and Feedback

**Answer: B**



Assessment data shows a gap in application, not recall. Instruction should target the specific cognitive skill deficit.





# Fulfilling Professional Roles and Responsibilities

# Domain IV Competencies

11.

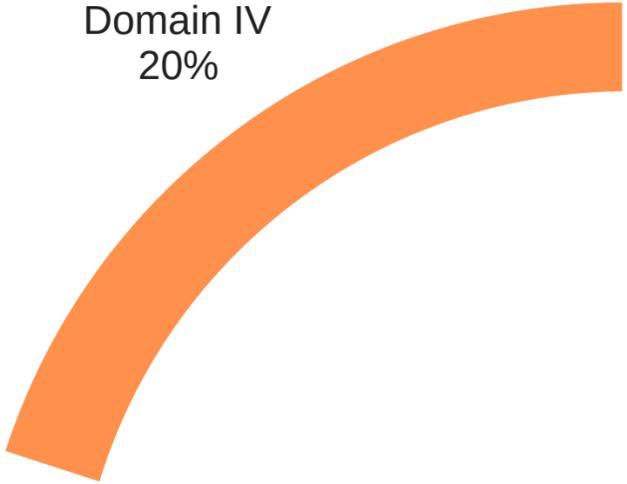
EFFECTIVE COMMUNICATION

12.

STUDENT ENGAGEMENT

13.

TECHNOLOGY INTEGRATION



## DOMAIN IV

3 Competencies

This section has 3 competencies. Review the following slides to understand each competency on the test.

# Family Engagement

The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.



## Overview

- Communicates effectively and respectfully with families from diverse backgrounds
- Engages families and caregivers as partners in student learning
- Collaborates with colleagues and community resources to support student success
- Uses culturally responsive strategies to build trust and shared responsibility

# Family Engagement

## Sample Question



A teacher is working with a student whose academic performance has declined. The student's family has limited availability due to work schedules and has not responded to written communication. The teacher wants to involve the family while respecting cultural and logistical factors. Which approach is most effective?

- A. Continue to send written notices documenting the student's performance
- B. Waiting for the family to initiate contact to avoid overstepping
- C. Offering multiple communication options such as text or phone call
- D. Referring the student to administration so that they can assist

# Family Engagement

**Answer: C**



This answer prioritizes proactive, respectful family engagement that accounts for barriers and emphasizes partnership rather than compliance or documentation alone.

# Professional Roles & Responsibilities

The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.



## Overview

- Demonstrates professional, ethical conduct consistent with educator standards and codes of ethics
- Understands teacher roles within the school system, including collaboration and shared responsibility
- Uses reflective practice to improve instruction and professional growth
- Maintains appropriate boundaries with students, families, and colleagues
- Makes decisions that prioritize student welfare while adhering to professional expectations

# Professional Roles & Responsibilities

## Sample Question



A teacher learns that a colleague has been sharing confidential student information informally with other staff members who are not directly responsible for the student. The teacher is concerned about professionalism but wants to maintain collegial relationships. What is the most appropriate action?

- A. Address the concern directly with the colleague and request the behavior stop explaining your rationale
- B. Share your concern with the student's family so that they can handle it
- C. Ignore the situation unless it directly affects the teacher's classroom
- D. Share the concern with other colleagues to determine if it should be reported

# Professional Roles & Responsibilities

## Answer: A



This emphasizes ethical responsibility paired with professional judgment. Addressing the issue directly supports ethical practice while respecting professional relationships. Immediate escalation is not the first step unless student safety is at risk.

# Legal & Ethical Practices

The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.



## Overview

- Understands federal and state laws affecting education (e.g., confidentiality, due process)
- Protects student rights, including privacy and equitable access to instruction
- Applies legal requirements appropriately in daily instructional practice
- Maintains confidentiality of student records and sensitive information
- Recognizes situations requiring mandated reporting or administrative involvement
- Makes legally sound decisions that prioritize student safety and rights

## Sample Question



A student confides in a teacher about a situation at home that suggests potential neglect but asks the teacher not to tell anyone. The teacher is unsure whether the information meets the threshold for mandated reporting. What is the most appropriate response?

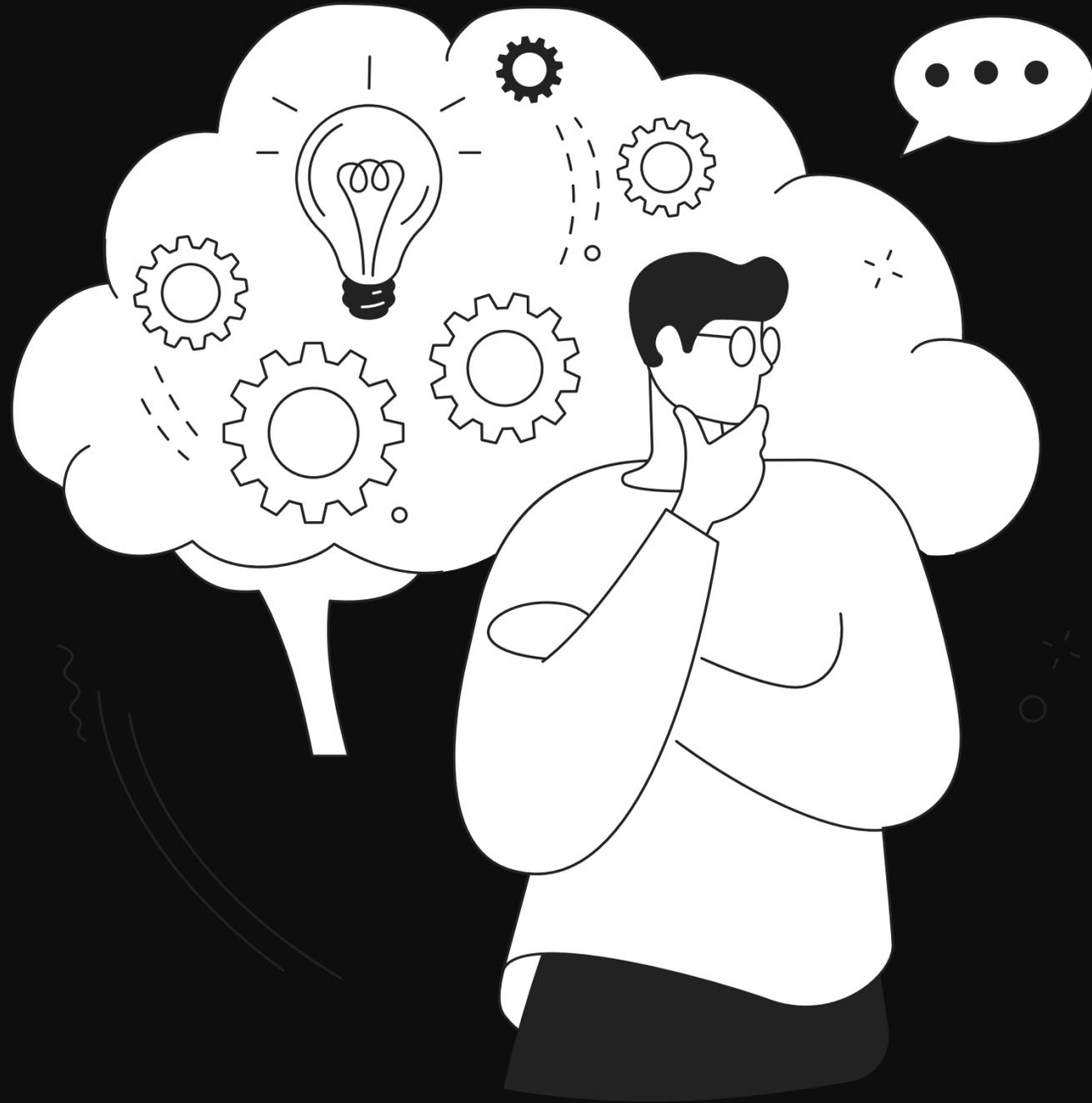
- A. Respecting the student's request for confidentiality unless further evidence arises
- B. Consulting school policy and administration to understand if reporting is necessary
- C. Discussing the situation with colleagues to gather additional perspectives
- D. Contacting the student's family directly to clarify the situation

# Legal & Ethical Practices

**Answer: B**



Legal obligations override confidentiality promises. A teacher must adhere to law and policy when student safety or welfare may be at risk.



# Additional Resources

Breakdown of EC-12 160 Test

Thank You

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