| **Required Course Numbers** | | | | | | | | | | | | | | | |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **I. Content Knowledge and Student Growth and Development (30%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Core Concepts** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Terminology, principles, concepts, and applications of the basic sciences as related to motor skills and movement activities (e.g., anatomy and physiology, exercise physiology, biomechanics and kinesiology, motor development and motor learning) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Principles of biomechanics and kinesiology as they relate to motor skills and movement patterns (e.g., summation of forces, center of gravity, force/speed relations, torque) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Movement concepts (e.g., body awareness, spatial awareness, effort, relationship) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Exercise physiology (e.g., components of health-related fitness; components of skill-related fitness; fitness guidelines, such as frequency, intensity, time/duration, type/mode; principles of exercise, such as specificity, overload, progression; roles of body systems in exercise; short- and long-term effects of physical training; nutrition as related to exercise; fitness; metabolic response to exercise) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Anatomy and physiology (e.g., skeletal, muscular, nervous, circulatory, and respiratory systems) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Current and historical trends, issues, and developments in physical education (e.g., laws, teaching methods, theories, concepts, techniques) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Understanding of the rules, strategies, skills, techniques, and concepts associated with a variety of movement activities and games across the age and grade spectra; emphasis predominantly on softball, soccer, swimming, tennis, track and field, and volleyball, with questions based possibly on other sports and activities commonly used in physical education settings |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Liability and legal considerations pertaining to the use of equipment, class organization, supervision, and program selection |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Effects of substance abuse on student performance, health, and behavior |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Student Growth and Development** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Sequential and developmentally appropriate learning and practice opportunities based on growth and motor development stages, individual characteristics and individual needs of students, learning environment, and task |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Monitoring of individual performance and group performance in order to design safe instruction that meets students’ developmental needs in the psychomotor, cognitive, and affective domains |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Developmental readiness to learn and refine motor skills and movement patterns (e.g., biological, psychological, sociological, experiential, environmental) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Perception in motor development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Appropriate and effective instruction related to students’ cultures and ethnicities, personal values, family structures, home environments, and community values |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Use of appropriate professional support services and resources to meet students’ needs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **II. Management, Motivation, and Communication (25%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Management and Motivation** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Principles of classroom management practices that create effective learning experiences in physical education settings |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Psychological and social factors that affect individual learning and group learning, participation, cooperation, and performance in physical education settings |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Organization, allocation, and management of resources to provide active and equitable learning experiences (e.g., time, space, equipment, activities, teacher attention, students) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Motivation of students to participate in physical activity both in school and outside of school |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Promotion of positive relationships, encouragement of responsible personal and social behaviors among students, and establishment of a productive learning environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Development and use of an effective behavior management plan |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Communication** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Effective verbal and nonverbal communication skills in a variety of physical activity settings |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Specific appropriate instructional feedback in skill acquisition, student learning, and motivation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Communication of classroom management and instructional information in a variety of ways (e.g., verbally and nonverbally and via bulletin boards, music, task cards, posters, technology) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Communication in ways that show respect and consideration for students, colleagues, and parents |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **III. Planning, Instruction, and Student Assessment (25%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Planning and Instruction** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Teaching of skillful movement, physical activity, and fitness via pedagogy, sociology, psychology, anatomy and physiology, exercise physiology, biomechanics and kinesiology, motor development and motor learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Sequencing of motor skill activities and use of movement concepts and effective strategies to improve learning in physical education activities and to improve skill development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Provision of feedback to enhance skill development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Activities designed to improve health-related and skill-related fitness |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Current issues, trends, and laws affecting the choice of appropriate physical education activities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Identification, development, and implementation of appropriate program and instructional goals and objectives |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Development of unit and lesson plans based on local, state, and national standards, program goals, instructional goals, and students’ needs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Appropriate instructional strategies to facilitate learning in the physical activity setting based on selected content, students’ needs, safety concerns, facilities and equipment, and instructional models |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Use of teaching resources and curriculum materials to design learning experiences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Explanations, demonstrations, and appropriate instructional cues and prompts to link physical activity concepts to learning experiences and to facilitate motor skill performance |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. General and specific safety and injury prevention guidelines for planning of movement and fitness activities (e.g., first aid, cardiopulmonary resuscitation) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Student Assessment** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Assessment of student skill performance and fitness via a variety of tools (e.g., observations, data, charts, graphs, rating scales) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Gathering of data and assessment of student learning in the cognitive and affective domains by a variety of techniques (e.g., written assessments, rating scales, observations) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understanding of fitness assessments such as President’s Challenge and Fitnessgram |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Types of assessments and assessment methods (e.g., formative, summative, authentic, portfolio, standardized, rubric, criterion referenced, norm referenced) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Validity, reliability, bias, and ways of interpreting assessment results |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Appropriate assessment techniques to assess and improve students’ understanding and performance, provide feedback, communicate students’ progress, guide students’ personal goal setting, and guide curricular and instructional decisions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Involvement of students in self-assessment and peer assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Appropriate assessment of individuals with disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Referral procedures under the Individuals with Disabilities Education Act and Section 504 of the Vocational Rehabilitation Act |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **IV. Collaboration, Reflection, and Technology (20%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Collaboration** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Current educational issues that cross subject matter boundaries |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Integration of knowledge and skills from multiple subject areas in physical education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Establishment of productive relationships to support student growth and well-being with school colleagues and administrators, parents and guardians, community members, and organizations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Promotion of a variety of opportunities for physical activity in the school and the community |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Reflection** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Use of the reflective cycle to facilitate change in teacher performance, student learning, and instructional goals and decisions (e.g., planning, teaching, assessment, reflection) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Use of available resources to develop and grow as a reflective professional (e.g., students, colleagues, literature, professional organization memberships, professional development opportunities) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Technology** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Design, development, and implementation of student learning activities that integrate information technology |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Use of technologies to communicate, instruct, assess, keep records, network, locate resources, present information, and enhance professional development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |