

Texas Educator Certification Examination Program

Field 258: Physical Education EC–12

Examination Framework

~~January 2020~~ June 2021

Domain	Range of Competencies
I. Movement Knowledge and Skills	001–003
II. Health-Related Fitness	004–006
III. The Physical Education Program	007–009
IV. Educating All Learners and Professional Practice	010–012
V. Constructed Response	013

**258: PHYSICAL EDUCATION EC–12
EXAMINATION FRAMEWORK**

DOMAIN I—MOVEMENT KNOWLEDGE AND SKILLS

Competency 001 (Motor Development and Motor Learning): *Apply knowledge of principles and characteristics of motor development and motor learning.*

For example:

- A. Demonstrate knowledge of child and adolescent developmental stages, patterns, progressions, characteristics, and principles, ~~stages, sequences, patterns, and characteristics~~ of motor development ~~during childhood and adolescence~~.
- B. Recognize principles and components of perceptual motor development (e.g., tactile, auditory, visual) and their relationship to motor learning and performance.
- C. Demonstrate understanding of motor learning principles, processes, and concepts (e.g., positive transfer of learning, practice, observational learning) and ways to promote all students' acquisition and refinement of motor skills.
- D. Analyze the influences of various factors (e.g., social, emotional, cognitive, physical, cultural, environmental) on motor development, motor learning, and motor performance.
- E. Apply knowledge of approaches for evaluating motor skills, techniques for detecting errors in motor performance, and techniques and guidelines for providing appropriate prompts, cues, and corrective constructive feedback.

Competency 002 (Movement Concepts and Biomechanics): *Apply knowledge of biomechanical and movement concepts, principles, and practices for developing, combining, and integrating motor skills.*

For example:

- A. Demonstrate knowledge of characteristics and elements of locomotor, nonlocomotor, ~~rhythmic~~, body control, and manipulative skills.
- B. Apply knowledge of ~~characteristics and elements of locomotor and nonlocomotor skills and~~ developmentally appropriate activities for enhancing locomotor and nonlocomotor skills, including body control, balance, and weight transfer skills.
- C. Apply knowledge of ~~characteristics and elements of manipulative and rhythmic skills and~~ developmentally appropriate activities for enhancing manipulative ~~and rhythmic~~ skills.
- D. Apply principles and procedures for integrating locomotor, nonlocomotor, and manipulative skills and activities in safe and developmentally appropriate ways.
- E. Apply knowledge of movement concepts related to spatial and body awareness, ~~spatial awareness, including~~ levels, direction, pathways, ~~shapes, range,~~ force, and speed, in the context of locomotor, nonlocomotor, ~~rhythmic,~~ and manipulative activities.
- F. Demonstrate understanding of basic concepts and principles of biomechanics (e.g., forces, rotation) and how they relate to a variety of movement skills and activities.
- G. Apply knowledge of biomechanical principles ~~to analyze through the analysis of~~ movement skills, ~~promote the~~ including skill acquisition, and skill refinement ~~of for~~ movement and sports, skills, and to improve body mechanics and alignment for safe and efficient movement.

258: PHYSICAL EDUCATION EC–12 EXAMINATION FRAMEWORK

Competency 003 (Movement Activities and Sports): *Apply knowledge of techniques, skills, activities, rules, and safety practices for a variety of sports, games, and activities.*

For example:

- A. Demonstrate knowledge of approaches, techniques, skills ~~progressions, lead-up activities,~~ organizational strategies, safety practices, and types and uses of equipment for individual, dual, and team sports, games, and activities ~~(e.g., archery, racquet activities, volleyball, basketball, soccer, flag football, rhythms, disc games, team handball, floor hockey).~~
- B. Recognize the importance of rules, discipline, etiquette, teamwork, cooperation, ~~fair play,~~ and responsibility in a variety of sports, games, and activities.
- C. Apply knowledge of fundamental components of and offensive and defensive strategies used in net/wall, invasion, fielding, ~~striking,~~ and target sports, games, and activities ~~and of how to promote students' use of common tactical goals and strategies in relation to these sports.~~
- D. Demonstrate knowledge of key elements of successful performance ~~how to promote students' use of~~ key skills and tactics in sports, games, and activities ~~and strategies for improving students' execution of specific skills and overall performance and teamwork.~~
- E. Apply knowledge of principles and techniques for selecting, adapting, and modifying sports, games, and activities to promote the use of combinations of motor movement skills and to provide practice in ~~sports skills in~~ gamelike situations for all students.
- F. Demonstrate knowledge of approaches, techniques, skills ~~progressions, sequences, steps,~~ movement patterns, organizational strategies, safety practices, and equipment and materials for ~~creative movement, rhythmic and dance activities, and personal performance activities (e.g., line, modern, social, and aerobic dance; tumbling).~~
- G. Demonstrate knowledge of approaches, techniques, skills ~~progressions,~~ organizational strategies, safety practices, and types and uses of equipment for cooperative games, recreational activities, ~~and~~ outdoor pursuits, and innovative and international games and activities ~~(e.g., group problem-solving challenges, bowling, cycling, skating, geocaching, hiking, yard games).~~
- H. Apply knowledge of principles and procedures for selecting, adapting, and modifying sports, games, and activities based on instructional goals and/or on students' characteristics, skill levels, range of individual variation, and exceptional needs.

DOMAIN II—HEALTH-RELATED FITNESS

Competency 004 (Principles of Personal Fitness and Conditioning): *Demonstrate understanding of the structures and functions of body systems and the components, benefits, and principles of personal fitness, physical conditioning, and maintaining a healthy lifestyle.*

For example:

- A. Demonstrate knowledge of the structures, functions, components, and actions of major body systems in relation to movement, physical activity, and health-related fitness.
- B. Apply knowledge of the basic components of health-related fitness (i.e., cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition) and their significance in relation to physical activity, health and wellness, and fitness.
- C. Analyze the physiological effects of moderate and vigorous physical activity during and after exercise, the risks associated with inactivity, and the health benefits of participation in physical activity (e.g., decreased risk of illness, lowered resting heart rate).

Copyright © 2020 by the Texas Education Agency (TEA). All rights reserved.

This document may not be reproduced for commercial use but may be copied for educational purposes.

**258: PHYSICAL EDUCATION EC–12
EXAMINATION FRAMEWORK**

- D. Demonstrate ~~understanding of basic types and principles~~ knowledge of fundamentals of physical fitness conditioning (e.g., ~~type, duration, frequency,~~ intensity, ~~type, duration, frequency,~~ progressive overload, related to skill/sport specificity) ~~and of principles and benefits of warm-up and cool-down exercise procedures.~~
- E. Analyze ~~individual~~ variations in individual levels of health, ~~and~~ fitness, and endurance capacity and apply principles and ~~techniques~~ strategies for designing, implementing, and maintaining individualized personal health and fitness plans (e.g., fitness evaluation, setting realistic short- and long-term goals, ~~evaluating and~~ selecting activities to achieve goals, evaluation of plan).
- F. Demonstrate knowledge of ~~the principles and~~ benefits of a physically active lifestyle (e.g., improved academic performance, emotional well-being, enhanced energy) and ways to ~~provide students with learning opportunities that~~ promote participation in and students' enjoyment of physical activities in and outside of school.
- G. Apply principles for promoting students' ability to self-assess ~~their own~~ fitness levels, interests, and skill levels in order to ~~encourage their~~ motivate participation in lifelong physical activity.

Competency 005 (Development of Health-Related Fitness): *Apply knowledge of principles, procedures, and activities for developing and maintaining health-related fitness.*

For example:

- A. Demonstrate knowledge of principles, skills, exercises, and physiological processes involved in developing cardiorespiratory fitness and of principles for selecting appropriate cardiorespiratory endurance conditioning activities.
- B. Apply knowledge of techniques, ~~and resources,~~ and use of (including technology) for determining and monitoring intensity, duration, and endurance levels during aerobic activities, including student self-assessments (e.g., calculating target heart rates, ~~using heart rate monitors~~).
- C. Select appropriate cardiorespiratory fitness activities for various developmental levels and purposes and for meeting the needs of all students.
- D. Apply knowledge of techniques and procedures for evaluating and improving muscular strength, endurance, and flexibility and for determining appropriate levels of intensity, duration, and frequency of conditioning to ~~improve strength, endurance, and flexibility~~ meet individual needs.
- E. Apply knowledge of principles, skills, exercises, and proper techniques for promoting strength and endurance of various skeletal muscles and muscle groups (e.g., progressive resistance, weight training, body support, static and dynamic stretching) and appropriate equipment, practices, and considerations for conditioning.
- F. Recognize components of flexibility (e.g., muscles, joints, ligaments, tendons) and principles, techniques, and proper form for exercises that promote flexibility (e.g., static and dynamic stretching).
- G. Evaluate the safety and effectiveness of various exercises and types of conditioning for promoting muscular strength and endurance, flexibility, and good posture, including contraindicated exercises and body positions.

258: PHYSICAL EDUCATION EC–12 EXAMINATION FRAMEWORK

Competency 006 (Health and Wellness): *Demonstrate understanding of health and wellness concepts, including those related to nutrition, weight management, stress management, and personal-social and emotional health and well-being, and analyze ways in which personal behaviors influence health and wellness.*

For example:

- A. Analyze the relationship between involvement in physical activity and the development of social and emotional health and well-being (e.g., its role in promoting self-esteem, self-expression, and sense of belonging and connectedness).
- A.B. Demonstrate knowledge of basic principles of nutrition, hydration, and weight management and ways in which diet eating and exercise activity patterns affect physical performance and personal health and well-being.
- B.C. Identify principles and techniques for evaluating body composition and for selecting appropriate foods, activities, and strategies for developing and maintaining a healthy levels of fitness and body composition.
- C.D. Analyze the influences of various factors (e.g., rest, nutrition, substance use, heredity) on physical, social, mental, and emotional health and demonstrate knowledge of techniques and principles for evaluating personal health-risk factors.
- D.E. Apply knowledge of positive health and fitness-physical activity behaviors (e.g., persevering at a challenging task, providing and accepting constructive feedback) and their role in promoting both students' social and emotional health and students' understanding of the relationships between behavior choices and personal health and wellness.
- E.F. Apply knowledge of procedures, activities, resources, and benefits involved in developing, estimating, and maintaining a healthy body composition (e.g., reducing consumption of nutrient-dense foods) personal lifelong health and wellness and weight management plans.
- F.G. Recognize the effects of stress on the body, techniques for the role of physical activity in managing stress, and the physiological and psychological benefits of stress management.
- G.H. Demonstrate knowledge of common misconceptions, and faulty practices, corrective strategies, and resources related to physical activity, health and wellness, exercise, and diet nutrition and of strategies and resources for addressing and correcting such misconceptions and practices.
- H.I. Demonstrate knowledge of physical literacy and health literacy principles, and procedures, and as well as related criteria (e.g., analyzing fitness data to create personal goals; for locating, and evaluating, and selecting health and fitness information, products, programs, facilities, and or services) (e.g., evaluating marketing claims for weight management products and programs, researching health and fitness equipment and facilities).

DOMAIN III—THE PHYSICAL EDUCATION PROGRAM

Competency 007 (Instruction and Assessment in Physical Education): *Apply principles of effective, developmentally appropriate instruction and assessment to prepare students who are physically educated and physically literate.*

For example:

- A. Apply knowledge of ways in which students may differ in their approaches to learning and physical performance and of how to provide equitable and appropriate instruction for all students that draws upon students' strengths as a basis for growth.

**258: PHYSICAL EDUCATION EC–12
EXAMINATION FRAMEWORK**

- B. Demonstrate the ability to design and implement instruction that is based on the Texas Essential Knowledge and Skills (TEKS) for physical education.
- C. Apply knowledge of a variety of physical education instructional models, strategies, materials, and technologies to promote students' physical literacy skills and address specific purposes, objectives, and learning ~~needs, and program~~ goals.
- D. Apply knowledge of contemporary physical education models and best-practice guidelines to plan and implement learning opportunities that are appropriate for students' developmental characteristics and needs.
- E. Demonstrate knowledge of how to create, modify, and adapt physical education activities, games, rules, equipment, and settings to ensure that all students have an equitable opportunity to learn, participate in, and be successful in, and enjoy physical activities.
- F. ~~Demonstrate~~ Apply understanding of assessment methods and technologies used in physical education, including interpretation and implementation of assessments (e.g., observation ~~al checklists~~, authentic performance assessment, ~~physical~~ fitness tests, journals, peer coaching).
- F-G. Apply knowledge of methods and criteria for analyzing fitness and performance data and for promoting students' data literacy and data analysis skills in the context of physical activity and health.

Competency 008 (Learning Environments): *Demonstrate understanding of factors relevant to learning and performance in physical education and of how to create learning environments and opportunities that promote students' development in various domains (e.g., cognitive, social, emotional).*

For example:

- A. Analyze ways in which social, behavioral, environmental, developmental, ~~factors~~ and other factors (e.g., peers, mass ~~_~~media messages, social media, prior experience, cultural background, family ~~circumstances~~ history, body image, skill level) influence students' attitudes toward and engagement in physical activity.
- B. Demonstrate knowledge of strategies for motivating and encouraging students to participate become physically literate individuals who value and take responsibility for engagement in lifelong physical activity ~~and for helping students become self-motivated.~~
- C. Identify ~~principles, benefits, and limitations of various classroom management approaches in physical education settings and apply~~ techniques for organizing, allocating, scheduling, and managing resources in the physical education environment to provide safe, active, and equitable learning experiences.
- D. Demonstrate knowledge of strategies for ~~creating a positive climate for individual and group activities and for~~ organizing and managing physical education ~~classes~~ activities in ways that promote positive, inclusive interactions and active engagement in learning by all students.
- E. Analyze ways in which participation in physical education sports, games, and activities (~~e.g., games, dance, outdoor pursuits, sports~~) can promote students' development of positive personal traits and abilities (e.g., perseverance, dignity, confidence, fairness, respect for others, conflict ~~management~~ resolution skills).
- F. Analyze ways in which participation in physical education sports, games, and activities (~~e.g., games, dance, outdoor pursuits, sports~~) can promote students' development of positive social behaviors and ~~traits~~ skills (e.g., turn taking, treating opponents with respect, teamwork, leadership, loyalty).
- G. Apply knowledge of methods for promoting students' development of executive functioning skills, including self-management skills in relation to physical activity and health-related lifestyle decisions (e.g., self-assessment, self-monitoring, responsibility, self-control, perseverance).

**258: PHYSICAL EDUCATION EC–12
EXAMINATION FRAMEWORK**

H. Apply knowledge of principles and techniques for promoting students' executive functioning skills, including goal-setting, ~~self-analysis,~~ problem-solving, conflict management, and decision-making skills in physical ~~education-activity~~ contexts.

H.I. Demonstrate knowledge of strategies for promoting students' environmental awareness and understanding and use of safety practices in physical activity contexts.

Competency 009 (Organization and Management): *Apply knowledge of the structure, organization, goals, and purposes of physical education programs, including legal issues, supervision, planning and instruction, safety, first aid, and risk management.*

For example:

A. Demonstrate knowledge of the structure, organization, goals, and purposes of physical education programs, and analyze current philosophies, trends, and issues in physical education ~~and their effects on the goals, scope, and components of physical education programs.~~

B. Demonstrate knowledge of the characteristics and guiding principles of an effective physical education program and important ~~state and~~ national initiatives and models (e.g., Whole School, Whole Community, Whole Child [WSCC]) that influence physical education content and practices.

C. Apply knowledge of principles and techniques for evaluating the effectiveness of the physical education program and for adapting and modifying practices and programs based on reflection, assessment data, observation of students, and program evaluation results.

D. Demonstrate knowledge of strategies for advocating for physical education and for identifying ~~and publicizing opportunities and resources for physical activity in the school and community (e.g., after-school programs, recreation departments, parks, pools)~~ consumer, community, and career resources related to physical activity, health, and wellness.

E. Demonstrate understanding of relationships between physical education and other subject areas and apply strategies for integrating physical education concepts across the curriculum.

~~F.~~ ~~Demonstrate knowledge of culturally responsive and competent strategies for communicating, consulting, and collaborating with students, parent/guardians, teachers, counselors, special education personnel, administrators, and other colleagues to enhance physical education opportunities for students.~~

~~G.F.~~ Apply knowledge of strategies for using technology, professional networks and organizations, collegial relationships, conferences, and research to engage in continued professional growth and advocate for lifelong physical activity and physical literacy.

H.G. Apply knowledge of legal issues and responsibilities relevant to physical education (e.g., confidentiality, supervision, standard of care, professional liability, negligence) and of state and federal laws and guidelines regarding student rights and teacher responsibilities in physical education contexts (e.g., in relation to gender equity, inclusion, and privacy).

I.H. Demonstrate understanding of the development and use of safety rules, risk-management plans, emergency plans, and reporting procedures and of how to evaluate and minimize inherent risks, physical and environmental dangers (e.g., heat, cold, wind), and potential safety hazards in physical activities.

J.I. Demonstrate knowledge of safety guidelines for proper protective equipment, injury prevention ~~techniques~~ and ~~of first-aid techniques,~~ and cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED), ~~and other emergency~~ procedures.

**258: PHYSICAL EDUCATION EC–12
EXAMINATION FRAMEWORK**

DOMAIN IV—EDUCATING ALL LEARNERS AND PROFESSIONAL PRACTICE

Competency 010 (Differentiation Strategies in Planning and Practice): *Understand how to identify and implement developmentally, socially, behaviorally, and culturally appropriate strategies and data-driven practices to effectively teach and engage all learners.*

For example:

- A. Demonstrate knowledge of the principles of universal design for learning (UDL) and how to apply UDL guidelines to incorporate the flexibility necessary to maximize learning opportunities for all students.
- B. Apply knowledge of effective methods for fostering students' active participation and individual academic success in one-to-one, small-group, and large-group settings and for facilitating all students' inclusion in various settings (e.g., academic, social).
- C. Apply knowledge of activities and instruction that build on students' individual interests, primary language, experiences, and prior knowledge; respond to students' strengths and needs; and promote the development of prerequisite skills and positive dispositions toward learning in the content areas.
- D. Demonstrate knowledge of how and when to adjust and scaffold instruction, instructional activities, and assessment in response to various types of feedback from students.
- E. Demonstrate knowledge of how to identify, select, and implement appropriate and effective accommodations for students with 504 plans or Individualized Education Programs (IEPs), including collaborating with other professionals to meet the needs of all students.
- F. Demonstrate knowledge of the various categories of disabilities as outlined in the Individuals with Disabilities Education Act (IDEA) and of Child Find obligations and educational implications specific to children with unique learning differences (e.g., developmental delays, autism spectrum disorder, dyslexia, intellectual disabilities, behavioral/emotional challenges, specific learning disabilities).
- G. Demonstrate knowledge of the Code of Ethics and Standard Practices for Texas Educators, as well as school-specific policies and procedures.
- H. Demonstrate knowledge of best practices for communicating consistently, clearly, and respectfully with all members of the campus community, administrators, and staff.
- I. Demonstrate knowledge of best practices for communicating regularly, clearly, and appropriately with parents/guardians and families about student progress by providing detailed and constructive feedback and for partnering with students' families in furthering students' achievement goals.

**258: PHYSICAL EDUCATION EC–12
EXAMINATION FRAMEWORK**

Competency 011 (Culturally Responsive Practices): *Understand how to identify and implement culturally responsive, developmentally appropriate practices to effectively teach and engage all learners.*

For example:

- A. Demonstrate knowledge of strategies and practices that acknowledge and respect diversity and identity (e.g., cultural, economic, linguistic, racial, ethnic, gender, ability, sexual orientation) and support inclusion in order to promote students' overall development and learning, including understanding of the benefits of primary languages and multilingualism to learning.
- B. Recognize the role personal bias plays in potential learning expectations for all students in order to promote safe, positive, and supportive interactions and learning environments for all students.
- C. Demonstrate knowledge of activities, approaches, and resources that encourage and support exploration and engagement and promote a positive disposition toward learning for all students.
- D. Demonstrate understanding of the role of language and culture in learning, as well as how to modify instruction to support language acquisition to ensure that both language and instruction are accessible across the content areas.
- E. Demonstrate knowledge of ways to work collaboratively with parents/guardians, teachers, school and community service providers, and students to support all students, including but not limited to English learners (ELs), and programs such as ESL, bilingual, and dual language.
- F. Demonstrate knowledge of ways to work collaboratively with teachers, related service providers, parents/guardians, and students to effectively support the implementation of an Individualized Education Program (IEP) and instructional accommodations, modifications, and strategies.
- G. Demonstrate knowledge of best practices for maintaining and facilitating respectful, supportive, positive, and productive interactions with and among students.
- H. Demonstrate knowledge of best practices for implementing behavior management systems to maintain an environment in which all students can learn effectively.
- I. Demonstrate knowledge of best practices for maintaining a classroom culture that is based on high expectations for student performance and encourages all students to be self-motivated and take responsibility for their own learning.
- J. Demonstrate knowledge of best practices for maximizing instructional time, including managing transitions.

Competency 012 (Data-Driven Practice and Formal/Informal Assessment): *Understand the types, selection, and uses of data-driven, developmentally appropriate assessments and assessment practices to effectively support program improvement and all students' learning.*

For example:

- A. Demonstrate knowledge of the various purposes of the use of developmentally appropriate assessments for evaluating students across domains.
- B. Apply knowledge of basic assessment terminology and of types, characteristics, uses, and limitations of formal, informal, and alternative assessments (e.g., developmental screenings, formative and summative assessments, observations, portfolios, state-mandated assessments, types of assessment accommodations and modifications, curriculum-based measures).

**258: PHYSICAL EDUCATION EC–12
EXAMINATION FRAMEWORK**

- C. Apply knowledge of ways to develop and select developmentally appropriate assessments and assessment strategies (e.g., use of TEA resources such as formative assessment banks), ensure that assessments are aligned to instructional objectives and outcomes, and use assessment results to inform instruction and measure student progress throughout the content areas.
- D. Apply knowledge of considerations and strategies for effectively administering assessments and documenting assessment outcomes.
- E. Recognize legal and ethical issues related to assessment, responsible assessment practices, and confidentiality.
- F. Demonstrate knowledge of the foundational elements of Response to Intervention (RtI) and the ability to apply this knowledge to differentiate tiered instruction for all students based on data.
- G. Interpret and use information from formal and informal assessments, including the use of multiple measures of assessment, to inform decisions and plan and evaluate student learning.
- H. Interpret assessment results to enhance knowledge of students; evaluate and monitor development, learning, and progress; establish goals; and plan, differentiate, and continuously adjust learning activities and environments for individuals and groups.
- I. Demonstrate knowledge of a variety of types of systematic observation and documentation (e.g., anecdotal notes, checklists, data collection) and the ability to use these processes and procedures to gain insight into all students' development, strengths, needs, and learning.

DOMAIN V—CONSTRUCTED RESPONSE

Competency 013 (Constructed Response): *In a written response, apply pedagogical content knowledge of physical education to design and implement appropriate instruction to achieve specific learning objectives.*

For example:

- A. ~~Given a specific learning objective as outlined in the TEKS for physical education, i~~ identify the conceptual understanding, and skills acquisition, and motor fluency necessary for all students to achieve ~~the a specific learning objective as outlined in the TEKS for physical education.~~
- B. Design instructional activities to support the achievement of the learning objective, and explain how those activities will be effective in helping all students achieve the objective.
- C. Explain critical elements of performance for the specified instructional activities, as well as common challenges associated with achievement of the objective.
- D. Describe the application of appropriate assessment approaches for evaluating the learning and performance of all students.
- E. Describe potential modifications, accommodations, and differentiation to the instructional activities to meet the needs of all students.