Field 067: Physical Education
Assessment Blueprint

Domain I—Psychomotor Growth and Development

0001 Physical and Motor Development (Standard 1)

0002 Physiological and Mechanical Bases of Movement (Standard 2)

0003 Personal, Social, Cognitive, and Professional Dimensions of Physical Education (Standard 6)

Domain II—Movement, Sports, and Fitness Activities

0004 Movement Forms, Patterns, and Concepts (Standard 3)

0005 Sports and Recreational/Lifetime Activities (Standard 4)

0006 Health-Related Physical Fitness (Standard 5)

Domain III—The Physical Education Program

0007 Foundations of Physical Education (Standard 7)

0008 Physical Education Instruction and Assessment (Standard 8)

0009 Instructional Adaptations and Modifications for Students with Disabilities (Standard 9)

0010 Collaborative, Professional, and Ethical Practice (Standard 10)

	Domain	Objectives	Standards	Approximate Test Weight
I.	Psychomotor Growth and Development	0001–0003	1, 2, 6	30%
II.	Movement, Sports, and Fitness Activities	0004–0006	3–5	40%
III.	The Physical Education Program	0007–0010	7–10	30%

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Standard 1: Physical and Motor Development

Physical education teachers have a broad and comprehensive understanding of the stages and characteristics of physical and motor development, as well as factors affecting motor development and motor learning, including:

1.1 knowledge of the sequences, stages, and characteristics of physical, cognitive, social, and emotional growth and development during infancy, childhood, adolescence, and young adulthood

1.2 factors and conditions that affect physical, cognitive, social, and emotional growth and development; and knowledge of significant developmental issues during infancy, childhood, adolescence, and young adulthood

1.3 typical sequences and characteristics of motor development during infancy, childhood, adolescence, and young adulthood

1.4 knowledge of theories, principles, concepts, and typical and atypical progressions of motor learning

1.5 factors and conditions that influence motor development, motor fitness, motor learning, and physical and motor performance (e.g., developmental changes, health, nutrition, physical and health impairments)

1.6 knowledge and application of motor learning concepts such as feedback, readiness, practice, retention, observational learning, transfer of learning, and motor task analysis

Standard 2: Physiological and Mechanical Bases of Movement

Physical education teachers have a broad and comprehensive understanding of the physiological and mechanical bases of movement, including:

2.1 the structures, components, actions, and functions of major body systems

2.2 key principles of anatomy, physiology, biology, and nutrition in relation to health, growth and development, and physical performance

2.3 interactions between body systems in producing movement and ways in which energy is produced during physical activity

2.4 cardiorespiratory, muscular, skeletal, and biochemical adaptations to regular physical activity and how physical, emotional, and intellectual changes may influence these adaptations and affect physical performance and fitness

2.5 scientific principles such as those related to the laws of motion, center of gravity, force, buoyancy, rotation, spin, torque, levers, acceleration, trajectory, equilibrium, and velocity

2.6 knowledge of biomechanical principles in the context of various motor activities, individual body mechanics, and safe and efficient movement

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Standard 3: Movement Forms, Patterns, and Concepts

Physical education teachers have a broad and comprehensive understanding of movement forms, movement patterns, and movement concepts; as well as the skills to demonstrate competent movement performance, including:

3.1 knowledge of how to promote students' understanding of fundamental movement concepts related to body awareness; body relationships; spatial, directional, and temporal awareness; qualities of movement; and concepts such as self space, general space, direction, level, pathway, tension and relaxation, and speed

3.2 characteristics and critical elements of locomotor, nonlocomotor, and object control/manipulative skills and patterns

3.3 principles, strategies, and skill progressions for helping students develop locomotor, nonlocomotor, and object control/manipulative skills and use these skills in combination

3.4 key concepts, techniques, skill progressions, activities, organizational strategies, safety practices, and types of music for promoting development of rhythmic, creative movement, and dance skills

Standard 4: Sports and Recreational/Lifetime Activities

Physical education teachers have a broad and comprehensive understanding of the critical elements, skill progressions, strategies, and safety practices associated with participation in sports and recreational/lifetime activities, including:

4.1 critical elements, techniques, and proper form for executing a variety of sports and recreational/lifetime activities

4.2 key concepts, rules, skill progressions, organizational strategies, types of equipment, lead-up games, and safety practices for teaching sports and recreational/lifetime activities

4.3 the importance of fair play, rule compliance, etiquette, and fair competition in sports and recreational/lifetime activities

4.4 strategies and activities for promoting tactical awareness and use of basic offensive and defensive strategies in sports and games

Standard 5: Health-Related Physical Fitness

Physical education teachers have a broad and comprehensive understanding of the components and principles of health-related physical fitness, as well as the strategies and skills to help students maintain physical activity and personal fitness for a lifetime, including:

5.1 the health-related components of physical fitness and types of fitness education used to address each component

5.2 principles, skills, techniques, activities, safety practices, and resources for developing, monitoring, and improving cardiorespiratory endurance and muscle fitness

5.3 knowledge of sound nutritional and weight management principles; and skills, techniques, activities, and safety practices for developing and improving body composition

5.4 principles, criteria, resources, and methods for designing, implementing, and monitoring individualized fitness plans

5.5 health risks associated with inactivity and low levels of physical fitness and the impact of regular physical activity on academic achievement, mental health, and the prevention of illness and disease

5.6 internal and external factors that affect motivation and participation in physical activity; and approaches, techniques, and resources for motivating students to develop and maintain lifelong healthy eating and physical activity habits

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Standard 6: Personal, Social, and Cognitive Dimensions of Physical Activity

Physical education teachers have a broad and comprehensive understanding of the personal, social, and cognitive dimensions and benefits of physical activity, including:

6.1 strategies for integrating the physical, social, and cognitive domains through physical activity, exercise, and sport

6.2 ways in which students' development may be affected by expectations and perceptions related to body type, gender, body image, physical appearance, skill level, and peer and media influences

6.3 the relationship between participation in physical activity and the development of positive self-concept, individual and group member identity, mental and emotional well-being, and enhanced self-management and self-advocacy skills

6.4 ways in which sports and recreational/lifetime activities promote positive personal and social behaviors

6.5 knowledge of the cognitive dimensions of physical activity and ways in which participation in sports and recreational/lifetime activities can promote critical thinking, decision making, problem solving, goal setting, and conflict management and resolution

6.6 the role of physical education in developing students' resource management, consumerism, and media literacy skills in relation to physical activity, fitness, and health

6.7 ways in which physical activities offer opportunities for academic achievement, personal challenge, satisfaction, competition, and healthy alternatives to risky behaviors

6.8 application of knowledge of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interactions, and self-motivation

6.9 the ability to create a learning environment that respects personal, family, cultural, and community expectations

6.10 strategies for integrating movement activities into daily life and the value and importance of a physically active lifestyle

Standard 7: Foundations of Physical Education

Physical education teachers have a broad and comprehensive understanding of the historical, philosophical, and legal foundations of the field of physical education, including:

7.1 the organization, structure, and goals of physical education programs

7.2 philosophical, historical, and sociological developments and perspectives related to physical education

7.3 state and federal laws and guidelines related to physical education, equity, special education, inclusion, confidentiality, safety, liability, and other educator and student rights and responsibilities

7.4 current issues and trends related to knowledge and practice in the field of physical education

7.5 the relationship of games, sports, play, and dance to history and culture

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Standard 8: Physical Education Instruction and Assessment

Physical education teachers have a broad and comprehensive understanding of the principles, methods, and techniques of physical education instruction and assessment, including:

8.1 knowledge and use of research-based physical education practices and curricular models

8.2 knowledge of how to design and implement learning experiences that are appropriate for students, based on principles of effective instruction, and aligned with local, state, and national standards

8.3 knowledge of how to select and evaluate activities, lesson plans, instructional resources, and curriculum materials

8.4 principles and techniques for selecting, adapting, and modifying sports, aquatics, adventure, and recreational/lifetime activities according to learning styles, skill levels, range of individual variation, class size, and available playing space

8.5 use of instructional, supervisory, and classroom management procedures to create smooth transitions and effective learning experiences in physical activity settings

8.6 effective verbal and nonverbal communication techniques that demonstrate sensitivity to students' differences, encourage positive interactions among students, and foster students' engagement in physical activity

8.7 use of demonstrations, explanations, technological resources, and verbal and nonverbal cues and prompts to foster motor skill development and proficiency

8.8 use of appropriate physical education strategies and resources to address students' learning styles and cultural, linguistic, and socioeconomic backgrounds

8.9 use of computers and other technologies for instruction and class management purposes and to enhance learning opportunities for students

8.10 types, characteristics, and limitations of physical education assessment methods and instruments, including cognitive and affective assessment and motor skill/fitness assessment tools and tests; and criteria and strategies for selecting, adapting, and administering a variety of assessment tools and technologies

8.11 use of assessment information to determine students' knowledge, skills, attitudes, and fitness levels; monitor students' progress; evaluate instruction; and foster students' development and learning

8.12 appropriate interpretation and communication of information from various formal and informal assessments

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Standard 9: Instructional Adaptations and Modifications for Students with Disabilities

Physical education teachers have a broad and comprehensive understanding of the instructional adaptations, modifications, and safety considerations involved in the physical education of students with disabilities, including:

9.1 factors and conditions that affect the gross-motor skills, fine-motor skills, movement ability, mobility, stability, and motor performance of students with disabilities

9.2 principles and techniques for adapting and modifying curriculum, instructional approaches, behavior management strategies, equipment, playing areas, and organizational strategies to support individual student needs

9.3 knowledge of barriers to accessibility to physical activity and strategies for creating variations and accommodations in classroom procedures, games, activities, and sports to ensure the inclusion of students with disabilities

9.4 principles and strategies for using Individualized Education Program (IEP) recommendations and performance and assessment information to adapt and modify instruction and to evaluate the effectiveness of individualized programs

9.5 knowledge and application of assistive technologies that facilitate student learning and communication, and of adaptive devices and equipment that enhance students' stability, mobility, and participation in sports and recreational/lifetime activities

9.6 types of contraindicated activities for students with specific disabilities and knowledge of appropriate adaptations and modifications to address contraindications

Standard 10: Collaborative, Professional, and Ethical Practice

Physical education teachers have a broad and comprehensive understanding of the collaborative roles and the professional, ethical, and safety standards associated with the field of physical education, including:

10.1 connections between physical education and other subject areas and methods for designing cooperative interdisciplinary learning experiences that allow students to integrate knowledge and skills from multiple subject areas

10.2 approaches and strategies for communicating, collaborating, and consulting with administrators, subject-area teachers, adapted physical education teachers, special education teachers, providers of related services, and other school staff

10.3 principles and practices associated with safety standards and risk management in the physical education environment

10.4 first aid procedures, universal precautions, and principles and practices for the prevention and care of injuries

10.5 strategies and resources, including technology, for communicating and collaborating with students, parents/guardians, community stakeholders, school personnel, and business representatives to promote, enhance, and advocate for physical education

10.6 practices and approaches consistent with professional codes of conduct, federal and state laws, and other standards of the teaching profession, including legal and ethical guidelines for using digital information and technologies

10.7 strategies for using technology, professional networks, in-service opportunities, collegial relationships, conferences, organizations, and publications to enhance professional skills, engage in reflection and self-assessment, and participate in lifelong professional development

10.8 strategies for collaborating with the community and connecting students to opportunities for physical activity

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