

Texas Educator Certification Examination Program

Field 258: Physical Education EC–12

Examination Framework

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

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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 of motor development.
- B. Recognize principles and components of perceptual

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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, organizational strategies, safety practices,

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Competency 006 (Health and Wellness): *Demonstrate understanding of health and wellness concepts, including those related to nutrition, weight management, stress management, and 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).
- B. Demonstrate knowledge of basic principles of nutrition, hydration, and weight management and ways in which eating and activity patterns affect physical performance and personal health and well-being.
- C. Identify principles and techniques for selecting appropriate foods, activities, and strategies for developing and maintaining healthy levels of fitness and body composition.
- 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.
- E. Apply knowledge of positive health and physical activity behaviors (e.g., persevering at a challenging task, providing and accepting constructive feedback) and their role in promoting students' social and emotional health.
- F. Apply knowledge of procedures, activities, resources, and benefits involved in developing and maintaining personal lifelong health and wellness and weight management plans.
- G. Recognize the effects of stress on the body, the role of physical activity in managing stress, and the physiological and psychological benefits of stress management.
- H. Demonstrate knowledge of common misconceptions, faulty practices, corrective strategies, and resources related to physical activity, health and wellness, exercise, and nutrition.
- I. Demonstrate knowledge of physical literacy and health literacy principles and procedures, as well as related criteria (e.g., analyzing fitness data to create personal goals; locating and evaluating health information, products, or services).

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.
- 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 goals.

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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.
- B. Demonstrate knowledge of the characteristics and guiding principles of an effective physical education program and important 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 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. 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.
- 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 equity, inclusion, and privacy).
- 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.
- I. Demonstrate knowledge of safety guidelines for proper protective equipment, injury prevention and

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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 and abilities.

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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)

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- 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.