

Massachusetts Tests for Educator Licensure™
Test Objectives
Field 22: Physical Education

SUBAREAS:

PHYSICAL DEVELOPMENT AND MOTOR LEARNING
HEALTH-RELATED PHYSICAL FITNESS
MOVEMENT AND SPORT ACTIVITIES
COGNITIVE, SOCIAL, AND PERSONAL DEVELOPMENT
PROFESSIONAL KNOWLEDGE AND THE PHYSICAL EDUCATION PROGRAM

PHYSICAL DEVELOPMENT AND MOTOR LEARNING

0001 Understand components and functions of the major body systems.

For example: the general organization of the skeletal, muscular, circulatory, respiratory, and nervous systems; components, functions, actions, and common disorders of the systems; and physiological processes involving the systems.

0002 Understand physical growth and development.

For example: phases and characteristics of physical development during infancy, childhood, adolescence, and adulthood; developmental issues during the phases of human growth; and factors that influence physical growth and development.

0003 Understand sequences and characteristics of motor development.

For example: sequences and characteristics of motor skill development during infancy, childhood, adolescence, and adulthood; the relationship of motor development to physical, cognitive, psychosocial, and emotional development; and factors that influence motor development and performance.

0004 Understand principles of perceptual-motor development.

For example: visual, auditory, tactile, and kinesthetic discriminations and their relationships to motor development and performance; and perceptual-motor development activities, materials, and equipment that are appropriate for students at various developmental levels.

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0005 Understand principles of motor learning.

For example: theories and models of motor learning; principles of practice, retention, readiness, feedback, observational learning, and transfer of learning as they relate to motor skill acquisition; methods for promoting recognition and use of similar movement concepts and elements in a variety of skills; techniques for detecting errors in motor performance and providing cues and corrective feedback; and techniques for modifying sports and games to promote the use of combinations of motor skills.

HEALTH-RELATED PHYSICAL FITNESS

0006 Understand components of physical fitness and principles of training.

For example: basic components of physical fitness (e.g., strength, endurance, flexibility) and principles of training (e.g., overload, specificity); aerobic versus anaerobic conditioning; short- and long-term effects of physical activity on the cardiorespiratory, muscular, skeletal, neural, and endocrine systems; the interactions among these systems in producing movement; energy systems used during exercise; factors that affect physical fitness and performance (e.g., substance abuse, nutrition); and potential health risks and injury prevention techniques associated with exercise and training (e.g., using warm-up and cool-down exercises).

0007 Understand the development and maintenance of cardiorespiratory endurance.

For example: principles and activities for developing aerobic endurance; techniques for assessing and monitoring heart rate and endurance levels; and appropriate aerobic activities for various developmental levels and purposes (e.g., walking, running, cycling, step aerobics).

0008 Understand the development and maintenance of muscular strength and endurance.

For example: principles and activities for developing strength and endurance in various muscle groups; principles, safety practices, and equipment for progressive resistance exercise (e.g., weight training, circuit training); techniques for assessing muscular strength and endurance; and appropriate activities for various developmental levels and purposes (e.g., body support activities, rope jumping, calisthenics).

0009 Understand the development and maintenance of flexibility.

For example: principles and activities for developing flexibility in the major joints of the body; techniques for assessing flexibility; and appropriate activities for various developmental levels and purposes (e.g., bending, stretching, twisting).

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0010 Understand how to develop and maintain levels of body composition that promote good health.

For example: principles of nutrition and weight control; relationships between physical activity and body composition; ways in which nutrition and eating habits may affect physical development and health; relationships between body type and body composition; techniques for assessing body composition; and appropriate activities for developing and maintaining levels of body composition that promote good health.

MOVEMENT AND SPORT ACTIVITIES

0011 Understand principles of biomechanics and their application to movement activities.

For example: principles related to motion, stability and balance, force projection and absorption, buoyancy, rotation, speed, acceleration, and other biomechanical concepts; and the application of these principles in the context of various movement activities.

0012 Understand fundamental movement concepts and skills.

For example: concepts of time, space, direction, speed, and force; techniques for promoting students' application of these movement concepts through exploration of shapes, levels, and pathways; body awareness; and activities that are appropriate for various purposes and developmental levels.

0013 Understand principles and activities for developing locomotor, nonlocomotor, and body control skills.

For example: types and characteristics of locomotor, nonlocomotor, and body control skills (e.g., running, jumping, balancing, lifting, pushing, pulling, falling-landing-rolling); techniques for assessing these skills; developmentally appropriate activities for promoting these skills; and strategies for integrating these skills in various combinations and activities (e.g., jump and twist, balance at different levels).

0014 Understand principles and activities for developing object control skills.

For example: throwing, catching, dribbling, kicking, and striking skills; combinations of object control skills (e.g., catch and throw); techniques for assessing these skills; developmentally appropriate activities for promoting these skills; and strategies for integrating locomotor, nonlocomotor, and object control skills (e.g., run and catch, pivot and throw).

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0015 Understand principles and activities for developing rhythmic and dance skills.

For example: basic elements of rhythm; appropriate activities for rhythmic skill development; techniques for assessing rhythmic skills; strategies for integrating rhythmic skills with locomotor, nonlocomotor, body control, and object control skills; and techniques, sequences, and skills for various forms of dance (e.g., folk, social, line, creative).

0016 Understand techniques, skills, organizational strategies, and safety practices for tumbling and gymnastics.

For example: skills, activities, skill progressions, organizational strategies, safety practices, and proper use of equipment for tumbling and gymnastics; techniques for assessing tumbling and gymnastic skills; and appropriate activities for various developmental levels and purposes.

0017 Understand techniques, skills, organizational strategies, and safety practices for aquatics.

For example: techniques, skill progressions, safety practices, organizational strategies, emergency pool procedures, and proper use of equipment; techniques for assessing aquatic skills; and activities appropriate for various developmental levels and purposes (e.g., learn-to-swim programs, diving, water fitness, water polo).

0018 Understand techniques, skills, strategies, rules, etiquette, and safety practices for individual and dual sports, recreational activities, and outdoor pursuits.

For example: techniques, skill progressions, strategies, rules, etiquette, safety practices, and types and uses of equipment for individual and dual sports (e.g., bowling, racquet sports, combative sports), recreational activities, and outdoor pursuits (e.g., walking, cycling, skiing); techniques for assessing skills in these activities; and activities appropriate for various developmental levels and purposes.

0019 Understand techniques, skills, strategies, rules, etiquette, and safety practices for team sports.

For example: techniques, skill progressions, strategies, rules, etiquette, safety practices, equipment, and types of lead-up activities for team sports (e.g., volleyball, team handball, football, floor hockey, track and field); techniques for assessing skills in these sports; and activities appropriate for various developmental levels and purposes.

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COGNITIVE, SOCIAL, AND PERSONAL DEVELOPMENT

0020 Understand cognitive, social, and personal development in relation to physical education.

For example: characteristics of cognitive, psychosocial, and emotional development during childhood and adolescence; the influence of peers and others in determining social attitudes and behaviors; the influence of expectations related to gender, physical appearance, and skill level on the development of self-image; causes and effects of anxiety related to performance; stress management principles and strategies; relationships between physical activity and the development of personal identity and psychological well-being; and strategies for promoting creative expression through sport and dance.

0021 Understand the role of physical education in the development of higher-order thinking and evaluation skills.

For example: techniques and activities for developing problem-solving, decision-making, self-assessment, goal-setting, and monitoring skills in relation to physical activity and health-related lifestyle decisions; and techniques and activities to promote critical evaluation of claims and advertisements about commercial products (e.g., ergogenic aids, fitness and weight-control products and programs).

0022 Understand the role of physical education in the development of positive personal and social behaviors and traits.

For example: the role of physical education in fostering enjoyment of aesthetic and creative aspects of skilled performance and in respecting the physical and performance limitations of self and others; potential social-cultural benefits of participation in physical activities (e.g., advantages of diverse talent to team membership, awareness of how different cultures view various types of physical activities); ways in which physical education activities can promote positive personal behaviors and traits (e.g., confidence, honesty, self-discipline, perseverance, creativity); and ways in which physical education activities can promote positive social behaviors and traits (e.g., sportsmanship, teamwork, leadership, respect for diversity, responsibility).

PROFESSIONAL KNOWLEDGE AND THE PHYSICAL EDUCATION PROGRAM

0023 Understand the history and philosophies of physical education.

For example: significant events in the historical development of physical education; past and present philosophies of physical education and their effects on the goals, scope, and practices of physical education programs; current issues and trends that affect the field; and contributions of noteworthy physical educators.

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0024 Understand the structure, goals, and purposes of physical education programs.

For example: the structure, organization, goals, and purposes of physical education programs; procedures and components of curriculum development; appropriate scope and sequence in the physical education curriculum; criteria and procedures for evaluating physical education programs; ways to adapt or modify physical education programs based on program evaluation results; relationships between physical education and other areas of instruction; ways to integrate physical education into the overall school curriculum; and methods for communicating and maintaining positive relations with students, families, and community members.

0025 Understand instructional strategies in physical education.

For example: physical education instructional methods and their characteristics; appropriate instructional methods and activities for various objectives, situations, and developmental levels; appropriate methods of instruction for students with special needs and students from diverse cultural or linguistic backgrounds; techniques for modifying rules, equipment, and settings to conform to the needs of students; and strategies for consulting and collaborating with teachers, special education personnel, administrators, and other school personnel.

0026 Understand physical education assessment methods and instruments.

For example: types, characteristics, advantages, and limitations of various assessment methods and instruments (e.g., observational checklists, performance assessments, portfolios, journals, peer assessments, standardized tests); sources of standards of physical fitness; techniques for selecting, constructing, adapting, and implementing formal and informal assessments; appropriate assessment methods for various objectives and situations; the use of technology for analysis of student fitness and performance; the development of exercise prescriptions based on assessment results; and appropriate interpretation and communication of assessment results.

0027 Understand the management of physical education environments and programs.

For example: techniques for organizing and managing physical education classes and environments (e.g., classroom, gym, outdoor areas); benefits and limitations of various management and discipline practices; logistics related to the availability and use of facilities, supplies, equipment, staff, and other resources; financial issues related to physical education programs; care and maintenance procedures for facilities and equipment; and procedures for maintaining a safe physical education environment.

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0028 Understand principles and procedures of injury prevention and emergency first-aid assistance.

For example: types and characteristics of injuries common to physical activities; principles and techniques of injury care and prevention; purposes and procedures for CPR; first-aid procedures related to the control of bleeding, shock, and other emergency situations; and safety precautions in administering emergency care procedures.

0029 Understand legal and ethical issues related to physical education programs.

For example: legal requirements and responsibilities associated with teaching physical education; issues related to lifeguarding and pool safety; issues related to supervision, safety, liability, and negligence; state and federal laws and guidelines regarding gender equity, special education, religious issues, and other aspects of students' rights; and the application of ethical issues and guidelines in various physical education situations.