



TEXES | Texas Examinations of Educator Standards

Preparation Manual



158 Physical Education EC-12

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PREFACE

The State Board for Educator Certification (SBEC) has developed new standards for Texas educators that delineate what the beginning educator should know and be able to do. These standards, which are based on the state-required curriculum for students—the Texas Essential Knowledge and Skills (TEKS)—form the basis for new Texas Examinations of Educator Standards (TExES™). This initiative will impact all areas of Texas education—from the more than 100 approved Texas educator preparation programs to the more than 7,000 Texas school campuses. This standards-based system reflects the SBEC's commitment to help align Texas education from kindergarten through college. The SBEC's role in this K–16 initiative will ensure that newly certified Texas teachers have the essential knowledge and skills to teach the TEKS to the state's public school students.

This manual is designed to help examinees prepare for the new TExES test in this field. Its purpose is to familiarize examinees with the competencies to be tested, test item formats, and pertinent study resources. Educator preparation program staff may also find this information useful as they help examinees prepare for careers as Texas educators.

If you have any questions after reading this preparation manual or you would like additional information about the new TExES tests or the educator standards, please visit the SBEC Web site at www.sbec.state.tx.us.

KEY FEATURES OF THE MANUAL

List of competencies that will be tested

Strategies for answering test questions

Sample test items and answer key

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SECTION I

THE NEW TExES TESTS FOR TEXAS TEACHERS

As required by the Texas Education Code §21.048, successful performance on educator certification examinations is required for the issuance of a Texas educator certificate. Each TExES test is a criterion-referenced examination designed to measure the knowledge and skills delineated in the corresponding TExES test framework. Each test framework is based on standards that were developed by Texas educators and other education stakeholders.

Each newly developed TExES test is designed to measure the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The tests may include both individual, or stand-alone, test items (questions) and items that are arranged in clustered sets based on real-world situations faced by educators.

Development of the New TExES Tests

Committees of Texas educators and interested citizens guide the development of the new TExES tests by participating in each stage of the test development process. These working committees are comprised of Texas educators from public and charter schools, faculty from educator preparation programs, education service center staff, representatives from professional educator organizations, content experts, and members of the business community. The committees are balanced in terms of position, affiliation, years of experience, ethnicity, gender, and geographical location. The committee membership is rotated during the development process so that numerous Texas stakeholders may be actively involved. The steps in the process to develop the TExES tests are described below.

1. **Develop Standards.** Committees are convened to recommend what the beginning educator should know and be able to do. To ensure vertical alignment of standards across the range of instructional levels, individuals with expertise in early childhood, elementary, middle, or high school education meet jointly to articulate the critical knowledge and skills for a particular content area. Participants begin their dialogue using a "clean slate" approach with the Texas Essential Knowledge and Skills (TEKS) as the focal point. Draft standards are written to incorporate the TEKS and to expand upon that content to ensure that all beginning educators possess the appropriate level of both knowledge and skills to instruct students successfully.
2. **Review Standards.** Committees review and revise the draft standards. The revised draft standards are then placed on the SBEC Web site for public review and comment. These comments are used to prepare a final draft of the standards that will be presented to the SBEC Board for discussion, the State Board of Education (SBOE) for review and comment, and the SBEC Board for approval. Standards not based specifically on the TEKS, such as those for librarians and counselors, are proposed as rule by the SBEC Board; sent to the SBOE for its 90-day review; and, if not rejected by the SBOE, adopted by the SBEC Board.
3. **Develop Test Frameworks.** Committees review draft test frameworks that are based on the standards. These frameworks outline the specific competencies to be measured on the new TExES tests. The TExES competencies represent the critical components of the standards that can be measured with either a pencil-and-paper-based or computer-based examination, as appropriate. Draft frameworks are not finalized until after the standards are approved and the job analysis/content validation survey (see #4) is complete.

4. **Conduct Job Analysis/Content Validation Surveys.** A representative sample of Texas educators who practice in or prepare individuals for each of the fields for which an educator certificate has been proposed are surveyed to determine the relative job importance of each competency outlined in the test framework for that content area. Frameworks are revised as needed following an analysis of the survey responses.
5. **Develop and Review New Test Items.** The test contractor develops draft items that are designed to measure the competencies described in the test framework. Committees review the newly developed test items that have been written to reflect the competencies in the new test frameworks. Committee members scrutinize the draft items for appropriateness of content and difficulty; clarity; match to the competencies; and potential ethnic, gender, and regional bias.
6. **Conduct Pilot Test of New Test Items.** All of the newly developed test items that have been deemed acceptable by the item review committees are then administered to an appropriate sample of candidates for certification.
7. **Review Pilot Test Data.** Pilot test results are reviewed to ensure that the test items are valid, reliable, and free from bias.
8. **Administer New TExES Tests.** New TExES tests are constructed to reflect the competencies, and the tests are administered to candidates for certification.
9. **Set Passing Standard.** A Standard Setting Committee convenes to review performance data from the initial administration of each new TExES test and to recommend a final passing standard for that test. The SBEC considers this recommendation as it establishes a passing score on the test.

Taking the TExES Test and Receiving Scores

Please refer to the current TExES registration bulletin for information on test dates, sites, fees, registration procedures, and policies.

You will be mailed a score report approximately four weeks after each test you take. The report will indicate whether you have passed the test and will include:

- a total test *scaled* score. Scaled scores are reported to allow for the comparison of scores on the same content-area test taken on different test administration dates. The total scaled score is not the percentage of items answered correctly and is not determined by averaging the number of questions answered correctly in each domain.
 - For all TExES tests, the score scale is 100–300 with a scaled score of 240 as the minimum passing score. This score represents the minimum level of competency required to be an entry-level educator in this field in Texas public schools.
- your performance in the major content domains of the test and in the specific content competencies of the test.
 - This information may be useful in identifying strengths and weaknesses in your content preparation and can be used for further study or for preparing to retake the test.
- information to help you understand the score scale and interpret your results.

You will not receive a score report if you are absent or choose to cancel your score.

Additionally, unofficial score report information will be posted on the Internet on the score report mailing date of each test administration. Information about receiving unofficial scores via the Internet, the score scale, and other score report topics may be found on the SBEC Web site at www.sbec.state.tx.us.

Educator Standards

Complete, approved educator standards are posted on the SBEC Web site at www.sbec.state.tx.us.

SECTION II

USING THE TEST FRAMEWORK

The Texas Examination of Educator Standards (TExES) test measures the content knowledge required of an entry-level educator in this field in Texas public schools. This manual is designed to guide your preparation by helping you become familiar with the material to be covered on the test.

When preparing for this test, you should focus on the competencies and descriptive statements, which delineate the content that is eligible for testing. A portion of the content is represented in the sample items that are included in this manual. These test questions represent only a *sample* of items. Thus, your test preparation should focus on the complete content eligible for testing, as specified in the competencies and descriptive statements.

Organization of the TExES Test Framework

The test framework is based on the educator standards for this field.

The content covered by this test is organized into broad areas of content called domains. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of competencies. Each competency is composed of two major parts:

1. the *competency statement*, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do, and
2. the *descriptive statements*, which describe in greater detail the knowledge and skills eligible for testing.

The educator standards being assessed within each domain are listed for reference at the beginning of the test framework, which begins on page 8. These are then followed by a complete set of the framework's competencies and descriptive statements.

An example of a competency and its accompanying descriptive statements is provided on the next page.

Sample Competency and Descriptive Statements

Physical Education EC–12

Competency:

The teacher understands and applies principles of motor development and motor learning.

Descriptive Statements:

The beginning teacher:

- Demonstrates knowledge of principles and stages of motor development.
- Knows motor learning principles, processes, and concepts (e.g., positive transfer of learning, practice, feedback, observational learning) and uses this knowledge to promote students' acquisition and refinement of motor skills.
- Demonstrates knowledge of principles and components of perceptual-motor development (e.g., body awareness; auditory, visual, and kinesthetic discrimination) and their relationship to motor performance.
- Analyzes the impact of various factors (e.g., social, emotional, environmental, health) on motor development and relates developmental changes to motor performance.
- Applies knowledge of techniques for evaluating motor skills, detecting errors in motor performance, and providing positive corrective feedback.

Studying for the TExES Test

The following steps may be helpful in preparing for the TExES test.

1. Identify the information the test will cover by reading through the test competencies (see the following pages in this section). *Within each domain* of this TExES test, each competency will receive approximately equal coverage.
2. Read each competency with its descriptive statements in order to get a more specific idea of the knowledge you will be required to demonstrate on the test. You may wish to use this review of the competencies to set priorities for your study time.
3. Review the "Preparation Resources" section of this manual for possible resources to consult. Also, compile key materials from your preparation coursework that are aligned with the competencies.
4. Study this manual for approaches to taking the TExES test.
5. When using resources, concentrate on the key ideas and important concepts that are discussed in the competencies and descriptive statements.

NOTE: This preparation manual is the only TExES test study material endorsed by the SBEC for this field. Other preparation materials may not accurately reflect the content of the test or the policies and procedures of the TExES program.

TEST FRAMEWORK FOR FIELD 158: PHYSICAL EDUCATION EC–12

**Domain I Movement Skills and Knowledge
(approximately 38% of the test)**

Standards Assessed:

Physical Education EC–12 Standard I:

The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.

Physical Education EC–12 Standard III:

The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students' self-management, self-motivation, and social skills through participation in physical activities.

**Domain II Health-Related Physical Fitness
(approximately 31% of the test)**

Standards Assessed:

Physical Education EC–12 Standard II:

The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

**Domain III The Physical Education Program
(approximately 31% of the test)**

Standards Assessed:

Physical Education EC–12 Standard III:

The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students' self-management, self-motivation, and social skills through participation in physical activities.

Physical Education EC–12 Standard IV:

The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students' physical, cognitive, social, and emotional development.

Physical Education EC–12 Standard V:

The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.

Physical Education EC–12 Standard VI:

The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.

Physical Education EC–12 Standard VII:

The physical education teacher understands and uses formal and informal assessment to promote students' physical, cognitive, social, and emotional development in physical education contexts.

Physical Education EC–12 Standard VIII:

The physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., students, parents/caregivers, other professionals in the learning environment) and seeks opportunities to grow professionally.

Physical Education EC–12 Standard IX:

The physical education teacher collaborates with colleagues, parents/caregivers, and community agencies to support students' growth and well-being.

Physical Education EC–12 Standard X:

The physical education teacher understands the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid, and risk management.

DOMAIN I—MOVEMENT SKILLS AND KNOWLEDGE

Competency 001

The teacher understands and applies principles of motor development and motor learning.

The beginning teacher:

- Demonstrates knowledge of principles and stages of motor development.
- Knows motor learning principles, processes, and concepts (e.g., positive transfer of learning, practice, feedback, observational learning) and uses this knowledge to promote students' acquisition and refinement of motor skills.
- Demonstrates knowledge of principles and components of perceptual-motor development (e.g., body awareness; auditory, visual, and kinesthetic discrimination) and their relationship to motor performance.
- Analyzes the impact of various factors (e.g., social, emotional, environmental, health) on motor development and relates developmental changes to motor performance.
- Applies knowledge of techniques for evaluating motor skills, detecting errors in motor performance, and providing positive corrective feedback.

Competency 002

The teacher understands principles and practices for developing, combining, and integrating motor skills.

The beginning teacher:

- Recognizes characteristics and elements of locomotor, nonlocomotor, body control, manipulative, and rhythmic skills.
- Demonstrates knowledge of characteristics and elements of manipulative skills (e.g., kick, strike, dribble) and mature motor patterns (e.g., throw, jump).
- Demonstrates knowledge of activities, strategies, safety practices, and equipment for promoting students' development of locomotor, nonlocomotor, body control, manipulative, and rhythmic skills (e.g., animal walks, partner activities, chase and flee games).
- Knows how to select and use developmentally appropriate techniques and activities to promote students' integration and refinement of locomotor, nonlocomotor, body control, manipulative, and rhythmic skills.
- Recognizes and analyzes key elements in combinations of motor skills, demonstrations of agility and balance, and dance steps and sequences (e.g., pivot and throw; movement sequences that combine traveling, rolling, balancing, and weight transfer).
- Demonstrates knowledge of techniques and activities for refining and improving motor skills in games, sports, and dance activities and for adjusting movements, techniques, and tactics based on feedback and critical evaluation (e.g., kinesthetic feedback, verbal cues, videotaped analysis).

Competency 003

The teacher understands and applies knowledge of movement concepts and biomechanical principles.

The beginning teacher:

- Applies knowledge of movement concepts related to time, space, direction, level, force, and flow and kinesthetic awareness concepts such as direction (e.g., backward, forward, changes in direction) and relationships to objects (e.g., over, under, behind, through).
- Relates biomechanical principles (e.g., center of gravity, inertia, stability, balance, force projection and absorption, buoyancy, acceleration) to various movement activities.
- Identifies techniques and activities for promoting students' understanding and application of movement concepts and biomechanical principles (e.g., moving in pathways or at different levels, adjusting throw using principles of rotation and force application).
- Knows how to use movement concepts and biomechanical principles to analyze movement skills, promote the acquisition and refinement of specific movements and sports skills, improve body mechanics for safe and efficient movement, and appreciate the aesthetics of creative and skilled movement.
- Recognizes and analyzes similar movement concepts and elements in various movement patterns and sports skills.

Competency 004

The teacher understands and applies knowledge of individual, dual, and team sports and activities.

The beginning teacher:

- Demonstrates knowledge of techniques, skills progressions, conditioning programs, rules, safety practices, offensive and defensive strategies, and types and uses of equipment for individual, dual, and team sports and activities (e.g., golf, archery, combatives, racquet activities, volleyball, basketball, softball, soccer, flag football, speed-away, disc sports, team handball, field hockey).
- Analyzes the importance of rules, discipline, etiquette, teamwork, and appropriate participant and spectator behavior in individual, dual, and team sports and activities.
- Knows key elements of successful performance in individual, dual, and team sports and activities and strategies for improving students' performance, teamwork, and skill combinations.
- Applies knowledge of principles and techniques for selecting, adapting, and modifying sports activities to improve performance, promote the use of combinations of motor skills, and provide practice in specific sports skills in gamelike situations.

Competency 005

The teacher understands principles, techniques, skills, and safety practices for dance, personal performance activities, cooperative and nontraditional games, recreational activities, and outdoor pursuits.

The beginning teacher:

- Demonstrates knowledge of techniques, sequences, skills, steps, conditioning programs, safety practices, and types and uses of equipment for creative movement, dance, and personal performance activities (e.g., folk, square, ethnic, jazz, modern, social, and aerobic dance; circus arts).
- Demonstrates knowledge of strategies, techniques, skills progressions, conditioning programs, and types and uses of equipment for recreational activities and outdoor pursuits (e.g., walking, jogging, aquatics, bowling, cycling, inline skating, orienteering, hiking).
- Analyzes the importance of rules, discipline, cooperation, etiquette, and safety practices in personal performance and other activities.
- Applies knowledge of issues and procedures (e.g., supervision; transitions; logistics related to the use of facilities, outdoor spaces, materials, staff, and technology) involved in engaging students in personal performance activities, fitness and outdoor activities, and nontraditional and cooperative games.
- Applies knowledge of principles and procedures for selecting, adapting, and modifying activities and games based on student characteristics, instructional goals, skill levels, range of individual variation, and exceptional needs.

DOMAIN II—HEALTH-RELATED PHYSICAL FITNESS

Competency 006

The teacher understands major body systems, principles of physical fitness development and training, and the benefits of a healthy, active lifestyle.

The beginning teacher:

- Demonstrates knowledge of the principles and benefits of a physically active lifestyle and ways to provide students with learning opportunities that promote participation in and enjoyment of physical activities.
- Demonstrates knowledge of the structures, functions, components, and actions of major body systems and how various body systems produce movement, adapt to physical activity, and contribute to fitness.
- Analyzes the physiological effects of moderate and vigorous physical activity during and after exercise and knows the risks associated with inactivity and the health benefits of regular participation in physical activity (e.g., decreased risk of illness, lowered resting heart rate).
- Applies knowledge of the basic components of health-related fitness (i.e., cardiovascular endurance, muscular strength and endurance, flexibility, and body composition) and their significance in relation to physical activity, health, and fitness.
- Demonstrates an understanding of basic principles of physical fitness training (e.g., frequency, intensity, type, duration, progressive overload, specificity), and knows principles and benefits of warm-up and cool-down exercise procedures.
- Analyzes individual variation in levels of health and fitness and knows principles and techniques for designing, implementing, and maintaining individualized health and fitness plans (e.g., setting realistic short-term goals, evaluating and selecting activities to achieve goals).
- Knows how to promote students' ability to assess their own fitness levels, interests, and skill levels in order to encourage participation in lifelong physical activity.

Competency 007

The teacher understands principles and activities for developing and maintaining cardiovascular endurance.

The beginning teacher:

- Demonstrates knowledge of principles, skills, exercises, and physiological processes involved in aerobic conditioning.
- Evaluates and selects appropriate cardiovascular endurance activities for various developmental levels and purposes.
- Demonstrates knowledge of techniques for monitoring intensity, duration, and endurance levels during aerobic activities (e.g., perceived exertion, heart rate monitor).
- Applies knowledge of techniques for student self-assessment of cardio-respiratory health and fitness (e.g., frequent monitoring of pulse rate to reach and maintain target heart rate for an appropriate amount of time).
- Analyzes potential health risks involved in cardiovascular endurance training (e.g., effects of environmental conditions on circulatory and respiratory systems) and knows risk reduction techniques.
- Applies knowledge of anatomy, kinesiology, and physiological principles to design, adapt, and modify activities that promote cardiovascular endurance.

Competency 008

The teacher understands principles and activities for developing and maintaining flexibility, posture, and muscular strength and endurance.

The beginning teacher:

- Demonstrates knowledge of principles, skills, exercises, and proper form for promoting strength and endurance of the muscles of the abdomen, lower back, upper body, trunk, and legs.
- Demonstrates knowledge of principles, skills, exercises, and proper form for promoting good posture and flexibility of major joints and areas of the body (e.g., hip, lower back, shoulder, neck, ankle, knee, trunk).
- Demonstrates knowledge of procedures for evaluating muscular strength and endurance and flexibility.
- Applies knowledge of anatomy, kinesiology, and physiological principles to design, adapt, modify, evaluate, and select appropriate activities for improving muscular strength and endurance (e.g., body support activities, free weights, jumping rope), flexibility, and posture.
- Applies knowledge of principles, safety practices, and equipment for progressive-resistance exercise (e.g., partner-resistance exercises, weight training, circuit training).
- Knows how to determine appropriate intensity, duration, and frequency of training.
- Evaluates the safety and effectiveness of various exercises and types of training for promoting muscular strength and endurance, flexibility, and good posture, including contraindicated exercises and body positions.

Competency 009

The teacher understands health and wellness concepts, including those related to nutrition, weight control, and stress management, and analyzes ways in which personal behaviors influence health and wellness.

The beginning teacher:

- Demonstrates knowledge of basic principles of nutrition and weight management and ways in which diet and exercise patterns affect physical performance and personal health and well-being.
- Knows principles and techniques for evaluating body composition and identifies appropriate activities and strategies for developing and maintaining a healthy body composition.
- Analyzes the effects of various factors (e.g., rest, nutrition, tobacco use, alcohol use, heredity) on physical performance and on health and demonstrates knowledge of techniques and principles for evaluating personal health-risk factors.
- Applies knowledge of positive health behaviors and strategies for promoting students' understanding of relationships between behavior choices and personal health.
- Knows the effects of stress on the body, techniques for managing stress, and the physiological and psychological benefits of stress management.
- Demonstrates knowledge of common student misconceptions and faulty practices related to physical activity, health, exercise, and diet and knows how to educate students about these misconceptions and faulty practices.
- Knows how to evaluate information related to health and fitness products, programs, facilities, and services (e.g., fitness and sports equipment, weight control products and programs, fitness facilities).

DOMAIN III—THE PHYSICAL EDUCATION PROGRAM

Competency 010

The teacher knows how to use effective, developmentally appropriate instruction and assessment to prepare physically educated individuals.

The beginning teacher:

- Demonstrates knowledge of how students differ in their approaches to learning and physical performance and uses this knowledge to provide equitable and appropriate instruction that draws upon student strengths as a basis for growth.
- Knows how to design and implement instruction that is based on the Texas Essential Knowledge and Skills (TEKS) for physical education and that is safe, achieves goals, and ensures student progress, motivation, and safety.
- Knows how to use a variety of instructional models, strategies, materials, and technologies to address specific purposes, objectives, learning needs, and program goals.
- Applies 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.
- Knows how to create, modify, and adapt physical education activities, games, rules, equipment, and settings to ensure that all students have an equal opportunity to participate, learn, be successful, and enjoy physical activity.
- Knows how to provide appropriate verbal and nonverbal teaching cues and positive feedback to students in physical education settings and how to communicate to students the importance of physical activity, health, and fitness.
- Demonstrates an understanding of the characteristics, advantages, limitations, and applications of assessment methods used in physical education (e.g., observational checklist, performance assessment, physical fitness test, journal, peer coaching) and knows how to select, construct, adapt, and implement assessments for various purposes.
- Knows how to use available technology to analyze student progress, fitness, and performance.
- Applies skills for interpreting student performance and fitness data and skills for using data to analyze progress, provide feedback about strengths and areas of need, and recommend prescriptive exercise.

Competency 011

The teacher understands factors relevant to learning and performance in physical education and uses this knowledge to create learning environments and opportunities that promote students' development in various domains (e.g., cognitive, social, emotional).

The beginning teacher:

- Analyzes ways in which developmental and other factors (e.g., peers; media messages; cultural background; community settings; family circumstances; expectations related to gender, body image, and skill level) influence student attitudes toward and engagement in physical activity.
- Demonstrates knowledge of strategies for motivating and encouraging students to participate in lifelong physical activity and for helping students become self-motivated.
- Identifies principles, benefits, and limitations of various classroom management approaches in physical activity settings and knows techniques for organizing, allocating, scheduling, and managing resources in the physical education environment to provide active and equitable learning experiences.
- Demonstrates knowledge of strategies for creating a positive climate for individual and group activities and for organizing and managing heterogeneous physical education classes in ways that promote positive interactions and active engagement in learning by all students.
- Analyzes how participation in physical education activities (e.g., games, dance, outdoor pursuits, sports) can promote students' development of positive personal traits and abilities (e.g., confidence, fairness, respect for diversity, conflict management).
- Analyzes how participation in physical education activities (e.g., games, dance, outdoor pursuits, sports) can promote students' development of positive social behaviors and traits (e.g., turn taking, treating opponents with respect, teamwork, leadership, loyalty).
- Applies knowledge of methods for promoting students' development of self-management skills in relation to physical activity and health-related lifestyle decisions (e.g., self-assessment; self-monitoring; responsibility; self-control; perseverance; the ability to manage success, failure, and challenge).
- Demonstrates knowledge of principles and techniques for promoting students' goal-setting, analysis, problem-solving, and decision-making skills in physical education contexts.

Competency 012

The teacher understands the structure, organization, goals, and purposes of physical education programs.

The beginning teacher:

- Demonstrates knowledge of the structure, organization, goals, and purposes of physical education programs.
- Analyzes philosophies, trends, and issues in physical education and their effects on the goals, scope, and components of physical education programs.
- Demonstrates knowledge of characteristics of an effective physical education program and important state and national initiatives that influence physical education content and practices.
- Applies 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.
- Demonstrates 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, health clubs).
- Understands relationships between physical education and other subject areas and knows strategies for integrating physical education concepts across the curriculum.

Competency 013

The teacher understands legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, safety, first aid, and risk management.

The beginning teacher:

- Applies knowledge of legal and ethical issues and responsibilities relevant to physical education (e.g., confidentiality, supervision, standard of care, professional liability, negligence).
- Demonstrates knowledge 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).
- Demonstrates an understanding of the development and use of safety rules, risk-management plans, emergency plans, and injury reports.
- Demonstrates knowledge of inherent risks, physical and environmental dangers (e.g., heat, wind), potential safety hazards, and potential liabilities associated with participation in physical activities and techniques for informing students, families, and staff of potential risks.
- Demonstrates an understanding of methods for minimizing risk and liability (e.g., routine inspections of facilities and equipment) and for ensuring the safety of participants in games, sports, and other physical activities (e.g., matching participants according to characteristics such as age, maturity, physical size, skill, and experience).
- Demonstrates knowledge of injury prevention techniques and of first aid, cardiopulmonary resuscitation (CPR), and emergency procedures.

SECTION III

APPROACHES TO ANSWERING MULTIPLE-CHOICE ITEMS

The purpose of this section is to describe multiple-choice item formats that you may see on the TExES test in this field and to suggest possible ways to approach thinking about and answering the multiple-choice items. However, these approaches are not intended to replace familiar test-taking strategies with which you are already comfortable and that work for you.

The Physical Education EC–12 test is designed to include 80 scorable multiple-choice items and approximately 10 nonscorable items. Your final scaled score will be based only on scorable items. The nonscorable multiple-choice items are pilot tested by including them in the test in order to collect information about how these questions will perform under actual testing conditions. Nonscorable test items are not considered in calculating your score, and they are not identified on the test.

All multiple-choice questions on this test are designed to assess your knowledge of the content described in the test framework. The multiple-choice questions assess your ability to recall factual information **and** to think critically about the information, analyze it, consider it carefully, compare it with other knowledge you have, or make a judgment about it.

When you are ready to answer a multiple-choice question, you must choose one of four *answer choices* labeled A, B, C, and D. Then you must mark your choice on a separate answer sheet.

Item Formats

You may see the following two types of multiple-choice questions on the test.

- Single items
- Items with stimulus material

You may have two or more items related to a single stimulus. This group of items is called a cluster. Following the last item of a clustered item set containing two or more items, you will see the graphic illustrated below.



This graphic is used to separate these clustered items related to specific stimulus material from other items that follow.

On the following pages, you will find descriptions of these commonly used item formats, along with suggested approaches for answering each type of item. In the actual testing situation, you may mark the test items and/or write in the margins of your test booklet, **but your final response must be indicated on the answer sheet provided.**

SINGLE ITEMS

In the single item format, a problem is presented as a direct question or an incomplete statement, and four answer choices appear below the question. The following question is an example of this type. It tests knowledge of Physical Education EC–12 competency 001: *The teacher understands and applies principles of motor development and motor learning.*

The first step in using motor task analysis to evaluate a student's competency in a particular movement skill is to identify the:

- A. muscles, joints, and ligaments that are involved in performing the movement.
 - B. key elements and sequential steps in the movement skill that are necessary to perform the skill proficiently.
 - C. average age at which students can be expected to perform the movement skill proficiently.
 - D. ways in which the movement skill is used in real-life physical activities such as sports, games, or fitness activities.
-

Suggested Approach

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice, and mark it on your answer sheet.

In this question, motor task analysis will be used to help evaluate a student's competence in performing a particular movement skill. Think about the steps used in analyzing a motor task. Now look at the response options and consider which of them describes the most appropriate first step to take when using motor task analysis to evaluate a student's competence in performing a movement skill, such as catching, throwing, or kicking.

Option A suggests that the first step should be to identify the muscles, joints, and ligaments that are involved in performing the movement skill. While it may be helpful at some point to know this information, obtaining it would not be the first step in a motor task analysis. Before identifying the relevant muscles, joints, and ligaments involved in performing a particular skill, it is necessary to break the skill down into its component parts by identifying the key elements and sequential steps needed to perform the skill. Therefore, option A would not be the most appropriate first step in a motor task analysis.

Option B suggests that the first step should be to identify the key elements and sequential steps in the movement skill that are necessary to perform the skill proficiently. In any analysis of movement skill, defining the skill by breaking it down into its component parts is a necessary first step. After the key elements and sequential steps that make up the skill are identified, student performance of the skill can be broken down and compared to this standard, and biomechanical requirements related to form and technique can be considered in evaluating individual student competence. Therefore, option B would be an appropriate first step in a motor task analysis.

Option C suggests that the first step should be to identify the average age at which students can be expected to perform the skill proficiently. However, knowing the average age at which students can be expected to perform the skill does not necessarily allow the teacher to evaluate a particular student's competence. While there are physical and motor development milestones associated with particular ages, individuals progress at different rates and may acquire movement skills at various ages or developmental levels. Also, factors such as previous experience with similar movement activities and individual fitness variables may affect a student's competence in performing a particular movement skill. Therefore, option C would not be the most appropriate first step in a motor task analysis.

Option D suggests that the first step should be to identify the ways in which the movement skill is used in real-life physical activities such as sports, games, or fitness activities. Establishing the relevance of a movement skill to particular sports or a skill's application to games or fitness activities is valuable, but it is not particularly relevant for evaluating an individual student's competence in demonstrating a particular movement skill. Therefore, option D would not be the most appropriate first step in a motor task analysis.

Of the alternatives offered, only identifying the key elements and sequential steps in the movement skill that are necessary to perform the skill proficiently would be an appropriate first step in using motor task analysis to evaluate a student's competence in performing a particular movement skill. Therefore, the correct response is option B.

ITEMS WITH STIMULUS MATERIAL

Some questions are preceded by stimulus material that relates to the item. Some types of stimulus material included on the test are reading passages, graphics, tables, or a combination of these. In such cases, you will generally be given information followed by an event to analyze, a problem to solve, or a decision to make.

One or more items may be related to a single stimulus. You can use several different approaches to answer these types of questions. Some commonly used approaches are listed below.

Strategy 1 Skim the stimulus material to understand its purpose, its arrangement, and/or its content. Then read the item and refer again to the stimulus material to verify the correct answer.

Strategy 2 Read the item *before* considering the stimulus material. The content of the item will help you identify the purpose of the stimulus material and locate the information you need to answer the question.

Strategy 3 Use a combination of both strategies; apply the "read the stimulus first" strategy with shorter, more familiar stimuli and the "read the item first" strategy with longer, more complex, or less familiar stimuli. You can experiment with the sample items in this manual and then use the strategy with which you are most comfortable when you take the actual test.

Whether you read the stimulus before or after you read the item, you should read it carefully and critically. You may want to underline its important points to help you answer the item.

As you consider items set in educational contexts, try to use that teacher's point of view to answer the items that accompany the stimulus. Be sure to consider the items in terms of only the information provided in the stimulus—not in terms of specific situations or individuals you may have encountered.

Suggested Approach

First read the stimulus (a description of the rules of flag football).

Use the information below to answer the two questions that follow.

In a physical education class, secondary school students are playing flag football. Teams are composed of equal numbers of boys and girls. Defensive players cannot tackle the ball carrier but must pull a flag attached to a belt worn around his or her waist. Blocking using physical contact is not permitted.

Now you are prepared to address the first of the two questions associated with this stimulus. The first question measures knowledge of Physical Education EC–12 competency 003: *The teacher understands and applies knowledge of movement concepts and biomechanical principles.*

Which of the following techniques would most help students maintain balance and stability of the body when making quick changes of direction ("cuts") in order to avoid defenders?

- A. bending the knees to lower the center of gravity
 - B. leaning backward to place the center of gravity behind the base of support
 - C. standing upright and spreading the arms to redistribute weight
 - D. bringing the feet close together to narrow the base of support
-

Consider the information about flag football presented in the stimulus. Then read the first question, which asks you to assess how various body positions will affect stability and balance when players make rapid changes of direction during a game. Now look at the responses keeping in mind the factors that affect the biomechanics of maintaining balance and stability. These factors include the size of the base of support, the distance of the line of weight bearing from the base of support, the mass of the body as represented by the center of gravity, and the distance of the center of gravity from the ground.

Option A suggests that bending the knees to lower the center of gravity will most help players maintain balance and stability when making quick changes of direction. Torque (i.e., the tendency to produce rotary motion about an axis) acting on the body tends to destabilize the body and cause an individual to lose his or her balance. This torque depends, in part, upon the distance between the center of gravity of the body and the ground. Decreasing this distance by bending the knees and lowering the center of gravity will reduce torque and will increase stability. Therefore, option A would be an appropriate way to help maintain balance and increase stability when making quick changes of direction.

Option B suggests that leaning backward to place the center of gravity behind the base of support will most help players maintain balance and stability when making quick changes of direction. In fact, moving the center of gravity backwards so that the line of weight bearing falls outside the base of support tends to increase the torque acting on the body, potentially causing the individual to topple over backward. Therefore, option B would not be an appropriate way to help maintain balance and increase stability when making quick changes of direction.

Option C suggests that standing upright and spreading the arms will most help players maintain balance and stability when making quick changes of direction. Standing upright will maximize the distance of the center of gravity from the ground and will, therefore, increase the amount of torque tending to destabilize the body. Therefore, option C would not be an appropriate way to help maintain balance and increase stability when making quick changes of direction.

Option D suggests that bringing the feet close together to narrow the base of support will most help players maintain balance and stability when making quick changes of direction. Narrowing the base of support will make it more likely that the line of weight bearing will fall outside the base of support, which tends to decrease stability and balance. Therefore, option D would not be an appropriate way to help maintain balance and increase stability when making quick changes of direction.

Of the four options offered, option A, bending the knees to lower the center of gravity, is the only option likely to help players maintain balance and stability of the body when making quick changes of direction.

Now you are ready to answer the next question. The second question measures knowledge of Physical Education EC–12 competency 004: *The teacher understands and applies knowledge of individual, dual, and team sports and activities.*

When teaching students how to improve the distance of their passes, it would be most important to emphasize how to:

- A. simplify the movement of the arm by keeping rotation of the trunk and shoulders to a minimum as the ball is thrown.
 - B. maintain balance by keeping the trunk over the front foot during the entire course of the throw.
 - C. position the arm behind the head at the start of the throw and follow through at the end of the throw.
 - D. maintain stability by keeping the feet wide apart during the entire course of the throw.
-

Consider the information about flag football presented in the stimulus. Then read the second question, which asks you to assess which response option will best help students improve the distance of their passes. Now look at the responses, keeping in mind the key elements, sequence of steps, and biomechanical requirements that are involved in the overhand throw of a football.

Option A suggests that keeping rotation of the trunk and shoulders to a minimum would best help students improve the distance of their passes. However, rotation of the trunk and shoulders back and then forward during the throwing motion is an integral part of the overhand throw. This rotation generates momentum in the trunk, which is transferred to the arm during the throw. This transfer of momentum helps to accelerate the arm and increase the distance and velocity of the thrown ball. Keeping rotation of the trunk and shoulders to a minimum would eliminate this transfer of momentum and reduce the distance that the ball could be thrown. Therefore, option A would not be an appropriate way to help students improve the distance of their passes in a game of flag football.

Option B suggests that keeping the trunk over the front foot during the course of the throw would best help students improve the distance of their passes. However, in the initial phase of the overhand throw, weight should be placed on the back foot and then transferred to the front foot as the ball is thrown. This transfer of weight generates momentum in the trunk, which is transferred to the arm during the throw. This transfer of momentum helps to accelerate the arm and increase the distance and velocity of the thrown ball. Weight transfer also allows the arm to accelerate for a longer period of time by increasing the range through which the arm moves. Keeping the weight over the front foot would eliminate the weight transfer during the throw and reduce the distance that the ball could be thrown. Therefore, option B would not be an appropriate way to help students improve the distance of their passes in a game of flag football.

Option C suggests that positioning the arm behind the head at the start of the throw and following through at the end of the throw would best help students improve the distance of their passes. Positioning the arm behind the head would increase the range through which the arm moves during the throw. Increasing the range of motion increases the time during which the arm can continue to accelerate. By following through after the ball is released, the arm can continue to accelerate through the release point, slowing and stopping only after the ball is released. Thus, both these actions increase the velocity of the hand at the point of release and the velocity and distance of the thrown ball. Therefore, option C would be an appropriate way to help students improve the distance of their passes in a game of flag football.

Option D suggests that keeping the feet wide apart during the throw would best help students improve the distance of their passes. Keeping the feet wide apart would help improve the stability of the body by increasing the size of the support base. However, this action would also eliminate the transfer of weight that allows momentum generated by the trunk to be transferred to the arm during the throw. By forcing the individual to throw with the force generated by the arm alone, widening the stance would reduce the distance and velocity of the thrown ball. Therefore, option D would not be an appropriate way to help students improve the distance of their passes in a game of flag football.

Of the four options offered, option C, positioning the arm behind the head at the start of the throw and following through at the end of the throw, is the only option likely to help students improve the distance of their passes during a game of flag football.

SECTION IV

SAMPLE ITEMS

This section presents some sample test items for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample item is accompanied by the competency number that it measures. While studying, you may wish to read the competency before and after you consider each sample item. Please note that the competency numbers will not appear on the actual test form.

An answer key follows the sample items. The answer key lists the item number and correct answer for each sample test item. Please note that the answer key also lists the competency assessed by each item and that the sample items are not necessarily presented in competency order.

The sample items are included to illustrate the formats and types of items you may see on the test; however, your performance on the sample items should not be viewed as a predictor of your performance on the actual examination.

Physical Education EC–12

Competency 002

1. In contrast to an immature motor pattern for the overhand throw, a mature motor pattern for this skill is characterized by which of the following elements?
 - A. stepping forward with the leg that is on the same side of the body as the throwing arm
 - B. extending the elbow of the throwing arm as it moves past the head during the throw
 - C. stopping the downward movement of the arm at the point when the ball is released
 - D. rotating the hips and trunk from a position standing sideways to the target to a position facing the target

Competency 002

2. When catching a ball, students must learn to absorb the force of the thrown ball by bringing the arms back toward the body as the catch is made. Which of the following modifications to a game of catch would most likely help students understand this principle?
 - A. Ask students to catch tennis balls wearing baseball gloves and then using their bare hands.
 - B. Substitute water balloons for tennis balls and ask students to catch the balloons without breaking them.
 - C. Ask students to catch tennis balls with their arms fully extended and then with their arms flexed to their chests.
 - D. Substitute several different-sized balls for tennis balls and ask students to throw and catch them at a variety of speeds.

Competency 004

3. Which of the following is the most appropriate way for a physical education teacher to begin a unit on self-defense?
 - A. Demonstrate the proper way to fall in order to avoid injury and maintain body control.
 - B. Identify body parts and locations that are most vulnerable to injury in a situation that requires self-defense.
 - C. Introduce techniques that enable a person who is being attacked to break free of his or her attacker.
 - D. Discuss how to recognize, avoid, and remove oneself from dangerous situations.

Competency 005

4. Which of the following is likely to be the most appropriate and effective strategy for introducing inexperienced students to inline skating?
 - A. Have students wear inline skates and hold hands to help them retain their balance while practicing simple movements on a low-friction surface such as asphalt.
 - B. Have students practice basic maneuvers (e.g., gliding forward and backward, stopping, turning) by sliding on the gym floor while wearing socks.
 - C. Have students wear inline skates while practicing stances, weight transfer, and simple movements on a high-friction surface such as grass or carpeting.
 - D. Have students practice intermediate maneuvers (e.g., rotary motions, crossovers, striding) while wearing sneakers in the gym.

Competency 005

5. In a dance class, a student who is having difficulty gaining distance during running leaps can likely improve his or her technique by:
 - A. swinging the leading leg forward with more force.
 - B. bending the knee of the leading leg inward as it swings forward.
 - C. executing a hop on the propelling leg before initiating each leap.
 - D. flexing the propelling leg before pushing off.

Competency 006

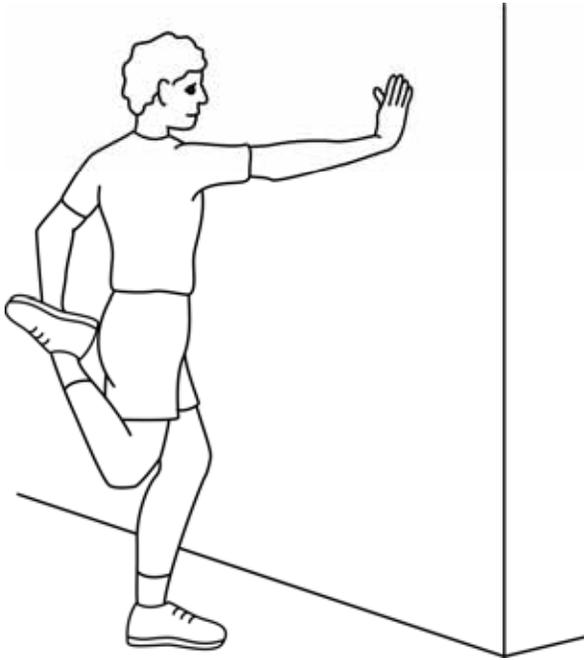
6. Which of the following is the most important factor in determining which types of motion (e.g., flexion-extension, abduction-adduction) can occur at a particular joint?
 - A. the distance between the joint center and the attachments of the muscles that act on the joint
 - B. the size and disposition of the ligaments surrounding the joint
 - C. the configuration of the joint surfaces of the bones that make up the joint
 - D. the size and strength of the muscles that act on the joint

Competency 007

7. When selecting or designing physical education activities to promote the cardiovascular endurance of elementary school students, teachers should be aware that these students:
 - A. will have lower target heart-rate zones compared to secondary school students and adults.
 - B. are able to exercise for longer periods without tiring compared to secondary school students and adults.
 - C. must exercise for longer periods to reach target intensity levels compared to secondary school students and adults.
 - D. are likely to overheat more quickly compared to secondary school students and adults.

Competency 008

8. Use the illustration below to answer the question that follows.



This exercise is used to develop flexibility in which of the following muscle groups?

- A. quadriceps
- B. hamstrings
- C. gluteals
- D. hip flexors

Competency 008

9. For physical education classes focusing on developing students' flexibility, a teacher divides class time as follows: first, students perform a warm-up followed by an aerobic activity of their choice; then, the teacher leads students in flexibility exercises. What is the most likely reason for structuring class time in this way?
- A. An aerobic workout causes ligaments surrounding joints to relax, allowing hyperextension of joints and an increase in the benefits of flexibility exercises.
 - B. A higher muscle temperature, which results from an aerobic workout, can significantly increase joint range of motion.
 - C. The high level of cardiovascular endurance required for the flexibility exercises will have been attained in the aerobic workout.
 - D. The aerobic activity causes an increase in muscular strength, which maximizes the effectiveness of the flexibility exercises.

Competency 009

10. Several members of a high school wrestling team have been using steroids in an attempt to "bulk up" before the season. Continued use of these drugs would most likely lead to the possibility of:
- A. increased craving for and dependence on the drugs.
 - B. delayed skeletal maturation and a prolongation of the normal adolescent growth spurt.
 - C. decreased mental alertness, reaction time, and cognitive ability.
 - D. personality changes that may include increased aggression, irritability, and mood swings.

Competency 010

11. A middle school physical education teacher wishes to use the learning standard below when designing activities for her class.

Describe and select physical activities that provide for enjoyment and challenge.

Which of the following would be the most appropriate and effective way for physical education teachers to assist students in meeting this expectation?

- A. Encourage students to read about the rules, strategies, and careers of major athletes for a variety of different sports.
- B. Provide age-appropriate instruction to all students about the physical, mental, and emotional benefits of regular physical exercise.
- C. Encourage students to practice intensively until they become proficient in one individual or team sport.
- D. Provide students with opportunities to participate in a wide variety of games, sports, and other physical activities.

Competency 010

12. A third-grade student is attempting to strike a ball from a tee by swinging the bat down on the ball rather than through the ball. Which of the following teacher strategies is most appropriate to use first to help this student improve his batting form?

- A. Physically guide the student's swing to provide the student with the experience of the proper technique.
- B. Have the student watch other students perform the skill correctly while pointing out the strengths of their performances.
- C. Remind the student to swing the bat in a plane that is parallel to the ground rather than in a vertical arc.
- D. Use the bat to strike the ball from above, then strike it from the side, and ask the student to watch where the ball goes each time.

Competency 012

13. An important principle of contemporary physical education programs is the belief that in addition to movement skills, cooperative group activities provide natural and valuable opportunities in which to directly promote students':

- A. understanding of the superior benefits of competing against oneself rather than against others.
- B. familiarity with and use of effective organizational and leadership traits and styles.
- C. awareness of the structure and dynamics of groups and how best to "fit in."
- D. development of a variety of positive social skills, attitudes, and behaviors.

Competency 012

14. According to recent professional research, positive gains in motor learning and achievement in physical education classes are most highly correlated with which of the following factors?
- A. provision of feedback that is mainly linked to results or outcomes rather than performance
 - B. the amount of time students are physically active and having fun, regardless of the activity
 - C. provision of feedback that is primarily nonverbal rather than verbal in nature
 - D. the amount of time students spend engaged successfully in activities related to lesson objectives

Competency 013

15. Which of the following practices is most likely to provide physical education teachers with legal protection against lawsuits that might arise from student injuries in class?
- A. using written plans that feature curriculum activities appropriate for the age and skill levels of students
 - B. regularly attending in-service and staff development programs to learn about innovative physical education activities and techniques
 - C. ensuring that the goals and objectives of the physical education program incorporate the educational mission and goals of the school
 - D. ensuring that general rules for student behavior and participation in physical activities are prominently posted

Use the information below to answer the two questions that follow.

At the beginning of the school year, tenth-grade students receive wrist-type digital heart monitors and work with their physical education teacher to develop personal goals and individualized exercise programs. Each student learns to calculate an appropriate target heart-rate zone and chooses at least one cardiovascular fitness activity to do regularly. Students keep journals in which they record how often they perform the activity; the duration of the activity; how they are feeling; and their heart rates before, during, and just after the activity.

Competency 007

16. Which of the following changes over the course of the semester would best indicate improvement in a student's cardiovascular health?
- A. The student's pre- and postexercise heart rate decreases.
 - B. The student knows how it feels to exercise in the target heart-rate zone without checking the monitor.
 - C. The student discerns a noticeable increase in muscle size.
 - D. The student's heart rate declines while the student is performing the fitness activity.

Competency 011

17. The physical education teacher is aware that it may be difficult for the students, especially the novice exercisers, to adhere to their exercise programs. Which of the following teacher strategies is likely to be most appropriate and effective in motivating students to persevere in attempting to attain their fitness goals?
- A. Post a chart showing each student's fitness goals and update the chart periodically to show his or her progress toward those goals.
 - B. Allow students who are not maintaining their programs to exercise during class instead of participating in regular class activities.
 - C. Encourage less-motivated students to set fitness goals that can be easily attained by putting in a minimum of time and effort.
 - D. Help each student identify regular milestones on the path to attaining his or her goals and provide positive feedback as each milestone is passed.



ANSWER KEY

Item Number	Correct Answer	Competency
1	D	002
2	B	002
3	D	004
4	C	005
5	A	005
6	C	006
7	D	007
8	A	008
9	B	008
10	D	009
11	D	010
12	A	010
13	D	012
14	D	012
15	A	013
16	A	007
17	D	011

SECTION V

PREPARATION RESOURCES

The resources listed below may help you prepare for the TExES test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

Journals

JOPERD: Journal of Physical Education, Recreation, & Dance, American Alliance for Health, Physical Education, Recreation, and Dance.

JTPE: Journal of Teaching in Physical Education, Human Kinetics Publishers.

Strategies, American Alliance for Health, Physical Education, Recreation, and Dance.

Other Sources

American Alliance for Health, Physical Education, Recreation, and Dance. *Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide*. (1999). Champaign, IL: American Alliance for Health, Physical Education, Recreation, and Dance.

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- Weinberg, R., and Gould, D. (2003). *Foundations of Sport & Exercise Psychology*. Champaign, IL: Human Kinetics.
- Wilmore, J. H., and Costill, D. L. (1999). *Physiology of Sport and Exercise*. Champaign, IL: Human Kinetics.

Online Resources

American Alliance for Health, Physical Education, Recreation, and Dance, <http://www.aahperd.org>

American Association of Active Lifestyles and Fitness, <http://www.aaalf.org>

American College of Sports Medicine, <http://www.acsm.org>

Human Kinetics, <http://www.HumanKinetics.com>

National Association for Girls & Women in Sport, <http://www.nagws.org>

National Association for Sport & Physical Education, <http://www.naspe.org>

PE Central: The Web Site for Health and Physical Education, <http://www.pecentral.org>

