

NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

FIELD 192: PHYSICAL EDUCATION
TEST DESIGN

This test consists of selected-response items measuring content knowledge and one extended constructed-response item measuring pedagogical content knowledge. The constructed-response item is scenario-based and requires candidates to describe an instructional strategy to guide all students in achieving a specific learning goal, assess student understanding, and identify students' strengths and needs.

The selected-response items count for 80% of the total test score and the constructed-response item counts for 20% of the total test score, as indicated in the table that follows. Each selected-response item counts the same toward the total test score. The percentage of the total test score derived from the constructed-response item is also indicated in the table that follows.

The total testing time is 195 minutes. Candidates are free to set their own pace during the test administration. The following estimates were used to determine the total test time:

- The selected-response items are designed with the expectation of a response time up to 135 minutes.
- The constructed-response item is designed with the expectation of a response time up to 60 minutes.

Further information regarding the content of each competency can be found in the test framework.

DRAFT August 2021
Authorized for Distribution by the New York State Education Department

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Competency	Selected-Response		Constructed-Response	
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Items	Approximate Percentage of Test Score
0001 Motor Development and Physical Literacy	18	16%	--	--
0002 Health-Related Fitness	18	16%	--	--
0003 Movement Concepts, Skills, and Activities	18	16%	--	--
0004 Mental, Social, and Emotional Health	18	16%	--	--
0005 Physical Education Instruction and Assessment	18	16%	--	--
0006 Pedagogical Content Knowledge	--	--	1	20%
Total	90	80%	1	20%

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Motor Development and Physical Literacy
Health-Related Fitness
Movement Concepts, Skills, and Activities
Mental, Social, and Emotional Health
Physical Education Instruction and Assessment
Pedagogical Content Knowledge

The New York State Physical Education teacher has the knowledge and skills necessary to teach effectively in New York State public schools. The teacher has a broad understanding of the principles of human growth and development, motor development and motor learning, physical literacy, skilled movement, and social and emotional health. The teacher understands the development and maintenance of health-related fitness, is familiar with exercise physiology principles, and is able to apply this knowledge in developing activities and fitness planning. The teacher understands the development and learning of motor skills, is familiar with biomechanical principles, and is able to apply knowledge of techniques, strategies, and skills for sports, games, dance and rhythmic activities, and adventure and outdoor activities. The teacher understands how humans grow, develop, and learn, including how to make modifications and adaptations that support all students' movement competency and physical literacy. The teacher recognizes the importance and benefits of lifelong physical activity and appreciates the relationship between physical activity and the development of mental and emotional health and well-being, goal-setting and decision-making skills, and responsible personal and social behaviors. The teacher respects and helps students respect and value the concepts of equity, diversity, and inclusion through providing an emotionally and physically safe learning environment. The teacher aligns physical education instruction with the New York State P–12 Physical Education Learning Standards and uses multiple means of assessment to ensure student progress. In addition, the teacher applies knowledge of legal and ethical issues related to physical education and conducts a safe physical education program in accordance with professional expectations for the field. Finally, the teacher helps students recognize career opportunities related to movement and physical activity and promotes students' ability to identify and manage personal, school, and community resources related to physical activity and fitness in order to achieve and maintain wellness.

As used in this document, "diversity" refers to individual differences between people that may include, but are not limited to, language, race, ethnicity, gender and sexual identity, sexual orientation, socioeconomic status, age, physical attributes and abilities, religious and cultural beliefs, political beliefs, or other ideologies. The term "citizenship skills" refers to demonstrating respect for diversity and including others within a group setting. "Research-based" refers to those practices that have been shown to be effective in improving learner outcomes through systematic observation or experiment, rigorous data analysis, ability to replicate results, and publication in a peer-reviewed journal. "Evidence-based" refers to strategies empirically shown to improve learner outcomes, though not necessarily based on systematic experiments or published in a peer-reviewed journal.

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COMPETENCY 0001—MOTOR DEVELOPMENT AND PHYSICAL LITERACY

Performance Expectations

The New York State Physical Education teacher understands that motor skills are essential for physical literacy and the ability to enjoy lifelong physical activity. The physical education teacher plays a central role in supporting the development of students' motor skills and physical literacy. The teacher has a comprehensive understanding of stages and patterns of physical and motor development and motor learning and practice. The teacher understands factors that affect physical development, motor learning, and health, as well as the connections between physical development and other domains of development and learning. In addition, the teacher applies knowledge of physical literacy concepts and ensures that physical literacy skills are an integral part of the physical education program. The teacher also knows how to research, identify, and communicate with students about community and occupational resources to enhance students' career awareness and literacy skills in relation to physical activity, physical education, and health and wellness.

Performance Indicators

- a. recognizes expected patterns of physical and motor development and critical elements and sequencing of motor tasks and motor skills
- b. identifies principles and components of perceptual-motor abilities (i.e., visual, auditory, tactile, and kinesthetic) and their development and relationship to motor performance
- c. demonstrates understanding of the relationships between physical and motor development and cognitive, social, and emotional development
- d. recognizes the influence of societal, psychological, environmental, cultural, economic, familial, and health factors on physical and motor development
- e. demonstrates knowledge of motor learning principles and concepts such as readiness, modeling/observational learning, specificity, transfer, and skill analysis as they relate to motor skill acquisition
- f. describes the importance of providing students with developmentally appropriate motor learning practice opportunities, demonstrations, and cues
- g. identifies elements and characteristics of immature and mature motor patterns and appropriate techniques for detecting errors in motor performance and providing constructive feedback
- h. analyzes the role of motor competence in physical literacy and the importance of developing the physical skills, confidence, and cognitive understanding to maintain physical activity throughout life
- i. demonstrates knowledge of the relationship between physical activity and academic achievement and the development of goal-setting, decision-making, and critical-thinking skills
- j. recognizes the benefits of teamwork and group participation in physical activity, including the development of collaboration, problem-solving, and conflict management skills

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- k. demonstrates knowledge of supports and barriers related to community and career opportunities and resources for physical activity
- l. demonstrates knowledge of how to promote students' ability to evaluate personal, educational, and community resources in relation to career, physical activity, and health and fitness options
- m. applies knowledge of strategies, skills, and criteria for locating and analyzing digital and electronic information and professional and career-related resources related to physical activity, physical education, and health and wellness
- n. describes methods and criteria for promoting students' ability to evaluate the reliability and validity of media content, marketing messages, and claims for commercial products and programs related to physical performance, fitness, and health and wellness
- o. applies knowledge of strategies, skills, and criteria for promoting students' personal safety and consumer skills in relation to physical activity and health and wellness

COMPETENCY 0002—HEALTH-RELATED FITNESS

Performance Expectations

The New York State Physical Education teacher understands and applies the disciplinary core concepts of health-related fitness (e.g., principles and procedures for developing cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition). The teacher has knowledge of body systems related to physical activity and knows how the body produces movement. The teacher knows and uses a variety of developmentally appropriate activities and exercises for addressing fitness skills and concepts with students and ensures student safety while doing so. The teacher also understands health and wellness concepts and practices, including those related to nutrition, body composition management, and development and maintenance of personalized plans for lifelong fitness.

Performance Indicators

- a. describes the general structure and functions of the skeletal, muscular, nervous, respiratory, digestive, immune, and circulatory systems
- b. describes the role of body systems in producing movement
- c. identifies both short-term and long-term physiological responses that result from physical activity
- d. recognizes the relationship between physical activity and the prevention of illness, obesity, disease, and premature death, as well as the health risks associated with inactivity
- e. demonstrates knowledge of sound nutritional principles and guidelines, the relationship between nutrition and the functioning of body and energy systems, and criteria and techniques for evaluating diet-related plans and products

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- f. demonstrates understanding of basic components of health-related fitness (i.e., cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition)
- g. applies knowledge of fitness principles (e.g., frequency, intensity, type, time, progressive overload, specificity, recovery) and types of training and conditioning approaches
- h. recognizes appropriate types of activities to meet specific fitness goals, as well as strategies for integrating fitness concepts into everyday activities
- i. applies appropriate guidelines and procedures for safe and effective exercise and all levels of physical activity (e.g., hydration, injury prevention, warm-ups)
- j. demonstrates understanding of principles and activities for promoting health-related cardiorespiratory fitness
- k. demonstrates understanding of principles and activities for promoting health-related muscular strength and endurance
- l. demonstrates understanding of principles and activities for promoting health-related flexibility
- m. demonstrates understanding of principles and activities for developing and maintaining a body composition that promotes wellness
- n. recognizes how to promote students' ability to self-assess interests, personal resources, and fitness and skill attributes in order to encourage participation and enhance enjoyment of fitness activities throughout life
- o. identifies procedures, activities, and resources for developing and maintaining safe and effective health and wellness plans (e.g., use of reliable, age-appropriate recommendations for establishing physical activity, nutritional, and body composition goals)

COMPETENCY 0003—MOVEMENT CONCEPTS, SKILLS, AND ACTIVITIES

Performance Expectations

The New York State Physical Education teacher understands biomechanical and kinesiological principles behind various movement activities, as well as principles and approaches for developing fundamental motor skills. The teacher understands strategies for enhancing and integrating a variety of locomotor, nonlocomotor, rhythmic, and manipulative skills. The teacher has extensive knowledge of skills, rules, and safety practices for a variety of games and sports; rhythmic and dance activities; and adventure, outdoor, and lifetime activities. Finally, the teacher demonstrates knowledge of the importance of integrating a variety of lifelong movement activities in order to maintain students' health and provide personal challenge, enjoyment, and social interaction.

Performance Indicators

- a. applies knowledge of key principles of anatomy, physiology, kinesiology and biomechanics in relation to health, growth and development, movement, and physical performance

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- b. applies knowledge of biomechanical and scientific principles (e.g., center of gravity, force, buoyancy, rotation, spin, torque, levers, acceleration, trajectory, equilibrium) in the context of various motor activities, individual body mechanics, and safe and efficient movement
- c. demonstrates understanding of the movement concepts of body awareness, space awareness, effort, and relationships
- d. demonstrates understanding of principles and techniques for developing locomotor, nonlocomotor, rhythmic, manipulative, balance, and weight transfer skills through movement activities
- e. applies principles and techniques for combining and integrating locomotor, nonlocomotor, rhythmic, and manipulative skills in various movement sequences and patterns
- f. demonstrates understanding of techniques, skills, skills progressions, offensive and defensive strategies, safety practices, rules, and types and uses of equipment for team passing games and sports
- g. demonstrates understanding of techniques, skills, skills progressions, offensive and defensive strategies, safety practices, rules, and types and uses of equipment for net/wall games and sports
- h. demonstrates understanding of techniques, skills, skills progressions, offensive and defensive strategies, safety practices, rules, and types and uses of equipment for striking/fielding games and sports
- i. demonstrates understanding of techniques, skills, skills progressions, strategies, safety practices, rules, and types and uses of equipment for target games and sports
- j. demonstrates understanding of techniques, skills, strategies, safety practices, and materials and equipment for dance, rhythmic, and personal performance activities
- k. demonstrates understanding of techniques, skills, strategies, safety practices, and materials and equipment for cooperative, adventure, outdoor, and lifetime activities
- l. describes strategies and resources for supporting students' participation in and enjoyment of sports, games, and lifetime activities

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COMPETENCY 0004—MENTAL, SOCIAL, AND EMOTIONAL HEALTH

Performance Expectations

The New York State Physical Education teacher understands the connections between involvement in physical activity and the development of mental, social, and emotional health and well-being. The teacher has a comprehensive understanding of the interrelationships of physical, mental, social, and emotional development and health and the ways in which various factors may influence health and wellness and participation in and enjoyment of physical activity. The teacher recognizes the important role of physical activity in promoting responsible personal and social behaviors and attitudes and implements activities that promote these characteristics. In addition, the teacher promotes students' awareness of the benefits of physical activity, including stress management benefits.

Performance Indicators

- a. demonstrates understanding of stages and characteristics of cognitive, social, and emotional development and learning during childhood, adolescence, and young adulthood in relation to physical activity
- b. applies knowledge of development of the whole child and the relationship between physical activity and mental health and well-being for oneself and others (e.g., the role of physical activity in promoting self-esteem and self-expression)
- c. recognizes the influence of various factors (e.g., rest, substance use, bullying, heredity, trauma) on physical, mental, social, and emotional health, as well as principles and criteria for evaluating personal health-risk factors
- d. recognizes the connections between physical health, social and emotional health, well-being, and the ways in which social and emotional needs can be addressed through personal health and fitness practices
- e. describes the dimensions of wellness (e.g., emotional, spiritual, intellectual, social, physical, occupational, environmental) and the health and lifestyle benefits that result from physical activity, nutrition, and other health-related practices
- f. applies knowledge of positive physical activity behaviors (e.g., persevering and overcoming a challenging task, providing and accepting constructive feedback) and their role in promoting students' mental, social, and emotional health
- g. recognizes common physical and psychological effects of stress, the role of physical activity in managing stress, and the physiological and mental health benefits of stress management
- h. describes mental, social, and emotional health benefits of teamwork and participation in group physical activities (e.g., developing a sense of belonging and connectedness, opportunities for collaboration and leadership)
- i. recognizes how students' self-awareness and management skills can be developed through rules, etiquette, and acceptance of responsibility for individual actions and improvement in physical activity settings

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- j. demonstrates knowledge of the role of physical activity in promoting students' social awareness, relationship, and citizenship skills (e.g., respect for diversity and inclusion) and responsible personal and social behaviors (e.g., civility, dignity, perseverance, resiliency, fairness) and appropriate activities for promoting these skills and behaviors
- k. analyzes the influence of peers, media (including social media), and other factors (e.g., social determinants of health, body image, experience, skill level, perception of social norms) on the development of students' attitudes, behaviors, and motivation related to physical activity

COMPETENCY 0005—PHYSICAL EDUCATION INSTRUCTION AND ASSESSMENT

Performance Expectations

The New York State Physical Education teacher understands and emulates model behaviors and best practices in the field of physical education. The teacher understands how to implement state standards and curricula to plan, deliver instruction, and assess learning. The teacher creates a safe, positive, culturally responsive, and active learning environment and is able to modify and adapt instructional content, processes, and activities to support all students' learning. The teacher employs multiple assessment tools to measure performance and uses assessment data to inform future instruction. The teacher is aware of legal, ethical, and professional responsibilities related to physical education. In addition, the teacher understands how to efficiently use and manage space and resources and leverage multiple forms of technology in order to effectively deliver in-person and remote instruction in the physical education setting. Finally, the teacher knows how to access appropriate and reliable resources to enhance professional growth.

Performance Indicators

- a. recognizes the interdisciplinary relationships between physical education and other subject areas
- b. demonstrates knowledge of the goals and purposes of physical education programs within the organizational structure of schools
- c. understands educational philosophies, historical and cultural developments, current issues, and the role of physical education in comprehensive models (e.g., Whole School, Whole Community, Whole Child [WSCC]; Comprehensive School Physical Activity Program [CSPAP])
- d. demonstrates knowledge of sociological and psychological perspectives related to sports, fitness, and physical activity within physical education (e.g., the role of physical education in promoting mental health, citizenship skills, social skills)
- e. demonstrates the ability to develop and deliver content utilizing technology (in-person and remote), the spectrum of teaching styles (i.e., from guided discovery to direct teaching), and a variety of curricular models (e.g., Sport Education, tactical games approach, Teaching Games for Understanding [TGfU]) to maximize student learning

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- f. applies effective pedagogical strategies necessary for students to learn and improve motor skills and conceptualizations taught in physical education (e.g., using feedback and motivational strategies, providing appropriate progressions and maximum opportunities for practice, using developmentally and instructionally appropriate teaching strategies)
- g. applies communication techniques and collaborative strategies to establish partnerships with families, community members, and school professionals that support students' achievement of goals of the physical education program
- h. recognizes the complexity and challenges of managing groups of students safely and equitably in physical activity settings, as well as strategies for managing facilities, equipment, staff, and technological resources in the physical education environment
- i. describes differentiation methods of tiering and modifying instruction to provide multiple ways for students to learn, practice, and demonstrate mastery of skills in all three domains of learning (i.e., affective, cognitive, and psychomotor)
- j. demonstrates knowledge of appropriate technology and media for planning, implementing, and assessing student learning
- k. implements techniques for adapting and modifying rules, games, equipment, instructional approaches, activities, settings, and grouping strategies to support all students
- l. describes appropriate strategies, communication techniques, and resources for addressing student strengths, needs, and abilities; encouraging positive student interactions; and fostering the engagement and inclusion of all students
- m. demonstrates understanding of a variety of physical education assessment methods, tools, and protocols, as well as the importance of using multiple means of assessment to monitor and evaluate students' performance and progress
- n. demonstrates knowledge of principles and techniques for analyzing and evaluating students' achievement in each domain of learning (i.e., affective, cognitive, and psychomotor) and appropriate ways to use, interpret, and communicate assessment results
- o. demonstrates understanding of legal, ethical, and professional responsibilities of teaching physical education (e.g., in relation to safety, risk management, injury prevention, liability, and adequate supervision) and the importance of staying current in the field through membership in professional organizations and learning communities
- p. applies knowledge of key state and federal laws and guidelines regarding physical education, equity, special education, privacy, and other school-related issues

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COMPETENCY 0006—PEDAGOGICAL CONTENT KNOWLEDGE

Performance Expectations

The New York State Physical Education teacher applies pedagogical content knowledge of the domains of learning (i.e., affective, cognitive, and psychomotor) to design instruction that helps students achieve specific learning objectives. The teacher applies knowledge of effective strategies and develops instructional activities that foster students' physical literacy and movement skills. The assessment of pedagogical content knowledge requires the teacher to distill information related to student-centered, research-based, and evidence-based physical education programs, models, and approaches in order to design learning activities that support, engage, and challenge students. The assessment requires the teacher to evaluate the appropriateness of various physical education approaches, organizational strategies, equipment, technology, and activities in terms of their relevance to student learning outcomes. In addition, the assessment requires the teacher to explain how learning objectives can be met through physical education activities and how student learning and performance can be evaluated using formative and summative methods.

Performance Indicators

- a. develops learning objectives in each domain of learning and explains their alignment with the New York State P–12 Physical Education Learning Standards
- b. designs activities that promote students' achievement of learning objectives, including the use of developmentally and instructionally appropriate physical education strategies and resources
- c. determines appropriate methods for assessing students' readiness for successful participation in instructional activities
- d. explains how students' performance and achievement of learning objectives can be measured and evaluated