
ILLINOIS LICENSURE TESTING SYSTEM

FIELD 144: PHYSICAL EDUCATION TEST FRAMEWORK

November 2003

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Illinois Licensure Testing System

FIELD 144: PHYSICAL EDUCATION

TEST FRAMEWORK

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Health-Related Physical Fitness
Movement and Skill Acquisition
The Role of Physical Education in Promoting Development
The Physical Education Program

SUBAREA I—HEALTH-RELATED PHYSICAL FITNESS

0001 Understand techniques and procedures for developing and assessing health-related fitness.

For example:

- Demonstrate knowledge of expected developmental progressions, ranges of individual variation, and levels of readiness for health-related fitness.
- Identify and apply developmentally appropriate strategies, instruments, and technologies to assess and monitor individual fitness levels, to measure learner progress in fitness development, and to provide feedback to students.
- Apply principles and techniques for designing and implementing individualized fitness programs (e.g., setting realistic, short-term goals, identifying risk factors, applying training principles to fitness goals).
- Demonstrate an understanding of factors and techniques that motivate students to enhance health-related fitness levels for overall personal well-being.
- Analyze health-related fitness goal setting, activity selection, and personal health-related fitness programs for individual students.
- Evaluate fitness and health-related services, products, and advertising (e.g., claims about fitness equipment, weight control products and programs, dietary supplements).
- Demonstrate an understanding of how to incorporate fitness concepts into various physical activities.

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0002 Understand principles and activities for developing and maintaining healthy levels of cardiorespiratory endurance.

For example:

- Understand the structure and function of the cardiorespiratory system and its specific adaptations to physical activity.
- Identify and apply principles, skills, and activities for aerobic conditioning.
- Apply techniques for assessing and monitoring endurance levels (e.g., measuring heart rate before, during, and after exercise).
- Recognize and select aerobic activities appropriate for various developmental levels and purposes.
- Demonstrate knowledge of a variety of methods for promoting students' use of self monitoring of exercise intensity (e.g., perceived exertion, pulse monitors, pedometers).

0003 Understand principles and activities for developing and maintaining flexibility and muscular strength and endurance.

For example:

- Understand the structure and function of the musculoskeletal system and its specific adaptations to physical activity.
- Identify and apply principles, skills, and activities for developing strength and endurance in various muscle groups and parts of the body.
- Identify and apply principles, techniques, and activities for promoting flexibility of the major joints of the body.
- Identify and apply principles and activities for developing proper posture and efficient body mechanics.
- Identify and apply principles, types of equipment, and safety practices for progressive-resistance and flexibility exercise (e.g., weight training, circuit training, stretching).
- Recognize flexibility, strength, and endurance activities appropriate for various developmental levels and purposes (e.g., increasing muscle mass, increasing muscular endurance, toning).
- Identify and analyze techniques for evaluating flexibility and muscular strength and endurance.

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0004 Understand principles and activities for developing and maintaining levels of body composition that promote good health.

For example:

- Identify and apply principles of nutrition and weight control and ways in which diet and eating habits affect physical development and health.
- Analyze the relationship between body type and body composition and apply techniques for evaluating body composition (e.g., skinfold, girth measurements, BMI).
- Demonstrate knowledge of the relationship between physical activity and body composition (e.g., caloric intake and expenditure).
- Select appropriate activities and materials for developing and maintaining healthy levels of body composition.
- Identify and correct misconceptions related to body composition, dieting, nutritional needs, exercise, and training.

SUBAREA II—MOVEMENT AND SKILL ACQUISITION

0005 Understand principles and characteristics of motor development.

For example:

- Recognize principles, critical elements, sequences, and characteristics of motor development during infancy, childhood, adolescence, and adulthood.
- Demonstrate knowledge of appropriate developmental progressions and individual variation.
- Identify principles of perceptual-motor development and components such as visual, auditory, tactile, and kinesthetic discrimination, and evaluate their relationship to motor development and performance.

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0006 Understand the principles of motor learning and movement skills acquisition.

For example:

- Demonstrate knowledge of principles and stages of motor learning and concepts associated with skill acquisition (e.g., practice, self-assessment, readiness, observational learning, skill analysis).
- Apply knowledge of levels of readiness in motor learning.
- Identify and apply appropriate instructional cues and prompts for basic motor skills.
- Identify techniques for detecting errors in and providing corrective feedback for motor performance.
- Identify developmentally appropriate instructional and practice experiences to promote acquisition of motor skills.

0007 Understand movement concepts and biomechanical principles.

For example:

- Identify critical elements of basic movement patterns (e.g., locomotor, nonlocomotor, manipulative, rhythmic).
- Demonstrate knowledge of basic movement concepts and ways to promote application of movement concepts.
- Recognize biomechanical principles (e.g., those related to motion, balance, force projection and absorption, speed, acceleration) and apply these principles to various movement activities.
- Apply movement concepts and biomechanical principles to the learning and development of new skills (e.g., catching balls while moving, throwing objects using opposition).
- Analyze various movement patterns for effectiveness.

0008 Understand methods for integrating locomotor, nonlocomotor, manipulative, and rhythmic movements into skilled combinations.

For example:

- Demonstrate knowledge of techniques and motor patterns for throwing, catching, dribbling, kicking, and striking skills and combinations of manipulative skills in gamelike contexts.
- Select appropriate activities, materials, and equipment for development of combinations and sequences of locomotor, nonlocomotor, manipulative, and rhythmic movement skills.
- Identify techniques for assessing student performance on combinations and sequences of locomotor, nonlocomotor, manipulative, and rhythmic movement skills.

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0009 Understand techniques, skills, strategies, basic rules, etiquette, and safety practices for individual and group sports.

For example:

- Demonstrate an understanding of critical elements, skill progressions, strategies, and types and uses of equipment for individual and group sports.
- Recognize basic rules, etiquette, and safety practices associated with individual and group sports.
- Select and apply offensive, defensive, and cooperative strategies in group sports.
- Identify and apply developmentally appropriate strategies and instruments to assess learner performance in individual and group sports.

0010 Understand techniques, skills, strategies, basic rules, etiquette, and safety practices associated with lifelong sports, creative movement, dance, noncompetitive activities, and cooperative activities.

For example:

- Demonstrate an understanding of critical elements, skill progressions, strategies, safety practices, types of equipment, and basic rules and etiquette for lifelong sports and activities.
- Recognize techniques, steps, sequences, activities, etiquette, and safety practices for creative movement and dance activities.
- Identify concepts, strategies, and safety issues in the development of noncompetitive and cooperative activities (e.g., challenge course, team-building activities, ropes course).
- Identify and apply developmentally appropriate strategies and instruments to assess learner performance.

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SUBAREA III—THE ROLE OF PHYSICAL EDUCATION IN PROMOTING DEVELOPMENT

0011 Understand the role of physical education in the development of positive personal behaviors.

For example:

- Identify developmental progressions in the cognitive and affective domains.
- Recognize the relationship between physical activity and the development of personal identity and psychological well-being.
- Evaluate the role of physical activity in fostering awareness and enjoyment of aesthetic and creative aspects of skilled performance.
- Demonstrate an understanding of the ways in which physical activities can promote positive behaviors (e.g., confidence, honesty, personal self-control, competence, perseverance).
- Analyze the influence of performance expectations related to gender, physical appearance, and skill level on the development of self-image.

0012 Understand the role of physical education in the development of positive social attitudes and behaviors.

For example:

- Demonstrate an understanding of socialization processes that occur through physical activity.
- Recognize the ways in which physical activities can promote positive social attitudes and behaviors (e.g., teamwork, leadership, compassion, fairness, respect).
- Demonstrate knowledge of the socio-cultural benefits of participation in a variety of individual and group physical activities.

0013 Understand the role of physical education in the development of critical-thinking, problem-solving, and decision-making skills.

For example:

- Analyze techniques, strategies, and activities for developing higher-order thinking skills in the context of physical education activities.
- Recognize the role of physical activity, sports, and games in the development of conflict-resolution skills.
- Identify key elements and steps in self-assessment, goal-setting, problem-solving, and decision-making processes in relation to physical activity.

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SUBAREA IV—THE PHYSICAL EDUCATION PROGRAM

0014 Understand the development and evaluation of physical education programs.

For example:

- Analyze and evaluate historical, philosophical, social, political, and economic issues that influence the physical education profession and their impact on instructional programs at the local, state, national, and global levels.
- Identify and apply principles and procedures for organizing and administering a comprehensive physical education program for all student populations.
- Recognize the value orientations, goals, and models of physical education curriculum design and analyze factors affecting curriculum design.
- Establish appropriate criteria and select tools for the evaluation of a physical education program.
- Revise a given physical education program based on a needs assessment or other appropriate evaluation.
- Demonstrate an understanding of factors that affect the preparation of a budget to support the physical education program.

0015 Understand principles and procedures of safety, emergency first aid, and equipment maintenance.

For example:

- Recognize and apply managerial and instructional routines that create safe environments.
- Identify procedures and issues related to the use, maintenance, and storage of equipment, technology, and other physical education resources.
- Identify potential safety issues related to physical education activities and demonstrate an understanding of principles and techniques of injury prevention.
- Evaluate physical and environmental factors and potential safety hazards associated with games, sports, and recreational and outdoor activities.
- Demonstrate knowledge of first-aid principles and procedures for a variety of emergency situations.

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0016 Understand legal and ethical issues that influence physical education programs.

For example:

- Demonstrate an understanding of legal responsibilities and issues associated with teaching physical education (e.g., Title IX, inclusion, safety, professional liability, negligence).
- Recognize state and federal laws and guidelines regarding gender equity, special education, religious issues, privacy, and other aspects of students' rights.
- Demonstrate an understanding of the boundaries of professional responsibilities when working with students, colleagues, families, and community members.
- Apply ethical, professional, and legal guidelines in making decisions in various physical education settings and situations.

0017 Understand principles and procedures for effective advocacy, communication, and collaboration.

For example:

- Recognize how to use community resources (e.g., YMCA/YWCA, Boys/Girls Clubs, recreation departments, parks, health clubs) to enhance physical activity opportunities, and demonstrate an understanding of how to advocate effectively to promote physical activity opportunities within the community.
- Demonstrate an understanding of strategies and mechanisms for communicating with a variety of constituencies (e.g., students, families, community members, public officials).
- Identify strategies for communicating, consulting, and collaborating with teachers, counselors, special education personnel, administrators, and other colleagues.
- Recognize the roles of state and national professional organizations for physical educators.
- Demonstrate familiarity with professional development opportunities associated with physical education, sports, and fitness, as well as related qualifications, educational requirements, and job responsibilities.