



Course Syllabus: Motor Skills Acquisition and Analysis
Gordon T. & Ellen West College of Education
KNES 2023 Section 101
Fall 2024

Contact Information

Instructor: Dr. Stacia (Whitworth) Miller
Office: Bridwell Hall 323
Office hours: Tues 10-11 and 2-3, Wed 11-1, and Thurs 10-11, and Fri by
appointment
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Class Meeting Information

Tuesday/Thursday 11:00-12:20
Dillard Building (DB) 336
In addition, modules and discussion boards will be done in D2L.

Instructor Response Policy

During the week, I will typically respond to your emails within 24-48 hours. Any emails received over the weekend will receive a response no later than Tuesday, 8 AM. Emails received on holidays typically will receive a response no later than 8 AM on the second business day after the holiday.

Textbook & Instructional Materials

Beach, P.S., Perreault, M.E., Brian, A.S., & Collier, D.H. (2024). Motor Learning and Development (3rd ed.). Champaign, IL: Human Kinetics.

Access to a personal computer with Microsoft Software, high speed Internet and the ability to access D2L the MSU Online Learning System.

Course Description and Overview

Developmental characteristics and biomechanical analysis of motor skills from initial fundamental motor patterns to application in physical activity and sport.

This semester, we will focus on theories of motor development, the developmental sequences of a variety of fundamental motor skills, and the theories of motor learning. We will focus on the structuring the learning environment, developmentally appropriate activities, individualization of

instruction, designing instruction, practice sessions, feedback and the assessment of motor skills.

Course Objectives/Learning Outcomes/Course Competencies

Specific learning objectives for the course derive from the SHAPE Standards for Physical Education, the Teacher Educator Standards (TAC 149:AA), the TExES Examination Framework/Standards PE EC-12 (258), and the Texas Essential Knowledge and Skills for Physical Education (116). This course provides teacher candidates and SPLS students with a knowledge base of the environment in which they may teach. Satisfactory completion of the course will document that students have demonstrated the ability to:

- Demonstrate knowledge of the developmental process throughout the lifespan. (SHAPE 1.e; Domain I- C1)
- Discuss the interaction of cognitive, social, and psychosocial constraints and motor development and learning. (SHAPE 1.d, 1.e; Domain I- C1)
- Discern the components of fundamental movement patterns. (SHAPE 1.a, 1.b, 1.e; Domain I- C1, C2, C3; see TEKS in schedule table)
- Demonstrate and apply knowledge of fundamental motor skills in designing appropriate learning experiences for students. (SHAPE 1.a-1.e, 3.b; Domain I- C1, C2, C3; see TEKS in schedule table)
- Demonstrate knowledge and application of a wide variety of appropriate implementation techniques (modeling, providing relevant feedback, appropriate demonstrations) to promote student learning. (SHAPE 4.b; Domain I- C1, C2, C3; see TEKS in schedule table)
- Demonstrate knowledge of various ways of monitoring student progress. (SHAPE 4.e; SBEC VII; Domain I- C1, C2)
- Demonstrate knowledge of strategies and techniques for adapting and individualizing instruction to meet the needs of diverse learners. (SHAPE 1.a, 1.b, 3.d; Domain I- C1, C3)
- Demonstrate knowledge of appropriate motor performance assessments. (SHAPE 5.a; Domain I- C1, C2; IV-12)

See Appendix A for a complete list of standards/competencies. See the Course Schedule for alignment of assignments and standards.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

As an extension of the MSU Academic Dishonesty Policy and in order to fairly evaluate all students' work, all work submitted in this course must be generated by the students themselves. Therefore, work submitted that has been generated by another person/entity and the use of Automated Writing Tools, including chatGPT and other comparable artificial intelligence (AI) tools, is considered plagiarism, unless properly cited, and in violation of MSU policy.

Grading/Assessment

Students are expected to submit classroom assignments before or by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and late assignments (not discussed ahead) will have a minimum automatic 25%-point deduction for each day late. Students may be permitted to make-up course work under 2 conditions, 1) notify the instructor prior to the absence to devise a make-up plan, or 2) provide evidence of an excused absence.

Format – For All Papers: 12-point Times New Roman font, one (1) inch margins, and doubled spaced. The heading should have your names, the class and section number, and the right-justified on the page. Papers that do not follow this format will not be accepted or graded. Grammar will be graded as a part of any course work. All work should be in your own words.

Grammar will be graded as a part of any course work. All work should be in your own words. Grades for each assignment will be posted in the D2L course grade book. I will give feedback on assignments when appropriate, including, comments through "news items", comments directly in the discussion board, and comments to the feedback box associated with each assignment submitted to dropbox. Please take the time to read these comments as I am taking the time to make them.

Table 1: Weight allocated to each assignment

Assignments	Weight
Exams (4)	60%
Entrance/Exit Slips, Reading Assignments, and Homework	10%
Lab Write-ups	10%
Developmentally Appropriate Activities Project	20%
Total Weight	100%

Table 2: Range for final grade.

Grade	Points
A	90 to 100
B	80 to 89
C	70 to 79
F	Less than 70

Exams

Four exams will be given over the course of the semester, each worth 100 points. These exams will be scheduled during the regular class time, and reviews will be provided with details about information covered. Students are provided with different types of questions they are required to answer based on readings, in-class activities, and lectures.

Entrance/Exit Slips, Reading Assignments, and Homework

Prior to class, you will often have assignments to complete. These assignments are formative assessments to check students understanding of knowledge on each of the topics covered. Students are provided with different types of questions or tasks they are required to answer based on readings, in-class activities, and lectures.

Lab write-ups

These are performance-based assessments that will be submitted following lab activities done in class. Students will be given lab sheets to complete with follow-up questions to answer after the lab is completed. Lab topics covered include: interference in reaction time tasks, stages of skill acquisition, performance curves, reaching and grasping, and constant and variable practice.

Developmentally Appropriate Activities Project

In this performance-based assessment students are partnered and must plan a developmentally appropriate activity for a described group of students. Those activities are then presented/taught to the class. Students must do a write-up of the activity for submission.

Extra Credit

Extra Credit may be offered during the semester and posted on D2L.

Important Dates

Last day for term schedule changes: August 29, 2024. Check date on [Academic Calendar](#).

Deadline to file for graduation: September 23, 2024. Check date on [Academic Calendar](#).

Deadline to file for May graduation: October 4, 2024. Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" November 25, 2024 by 4:00 pm. Check date on [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. There is an extensive [D2L Student help site](#) through MSU Distance Education.

Attendance

Attendance is expected at all class meetings and you are expected to be on time when class begins. Leaving class early without prior permission will result in your being counted absent for the class session. Students and faculty will not attend/hold class if they are experiencing illness or any signs/symptoms of COVID-19.

Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. Candidates will receive a grade of F on the third absence. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.

An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10-week summer term, or the 11th class day of a 4- or 5-week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

If you would like to receive notifications via a regularly checked email or via text message, you can set it up in D2L. Once you are logged in, go to the drop down by your name in the gold navigation bar. Click "notifications", then you can register an email address or mobile number and customize which notifications you would like to receive.

Computer/D2L Requirements

Taking this course requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. **Assignments and**

tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.

Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Instructor Class Policies

Citation and Reference Style

Students will follow the APA Style Manual, 7th Edition as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation used in the APA Style Manual, 7th Edition.

Three Then Me Rule

Before you email me, make sure to follow the "Three then Me" rule. The "Three then Me" rule says that you search for your answer regarding the course in at least three other places before you email me. For example, if you have a question about an assignment, you could consult your syllabus, the assignment description on D2L, or another student in the class. Remember, check three sources before you email me your question. It is very likely you'll find the answer and not need to email me. If you don't find the answer, and need clarification, feel free to email me.

Plagiarism Statement

"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." [MSU Student Handbook](#)

Inclement Weather

In the event of university closure because of inclement weather conditions or emergency situations, students should refer to the syllabus, D2L, and their university email for expectations and alternate online assignments for this course. Students who are unable to complete these assignments during a closure (for example, due to a power outage) will not be penalized.

College and University Policies

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick

Title IX Coordinator

Sunwatcher Village Clubhouse

940-397-4213

laura.hetrick@msutexas.edu

You may also file an online report 24/7 [here](#).

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit the [MSU Texas Title IX Website](#).

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the
Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be
made at the discretion of the instructor.

Course Schedule

Day	Date	Content	SHAPE/TeXes 258 Standards/TEKS	Activities/Assignment
Tues	Aug 27	Orientation and Syllabus	N/A	Read Ch. 1, Ch. 1 Questions in D2L- Due 8/29
Thurs	Aug 29	Ch. 1 Perspectives in Motor Behavior	SHAPE 1.d, 1.e; D1-C1, C2	Read Ch. 1
Tues	Sep 3	Ch. 1 Perspectives in Motor Behavior	N/A	Read Ch. 2 Ch. 2 Questions in D2L- Due 9/5
Thurs	Sep 5	Ch. 2 Theoretical Constructs in Motor Behavior	SHAPE 1.d, 1.e; D1-C1, C2	Read Renshaw Article in D2L & Ch. 2 for 9/10
Tues	Sep 10	Ch. 2 Theoretical Constructs in Motor Behavior	N/A	Read Ch. 3 Ch. 3 Hmwk in D2L- Due 9/14
Thurs	Sep 12	Ch. 3 Understanding Movement Control	SHAPE 1.d; D1-C1, C2	Ch. 3 Lab- Interference (in class-10 pts)
Tues	Sep 17	Ch. 3 Understanding Movement Control	N/A	Start exam review- see D2L.
Thurs	Sep 19	Review Day for Exam 1	N/A	See D2L for review.
Tues	Sep 24	Part 1 Exam 1- Ch. 1-3	SHAPE 1.d, 1.e, 4.e; D1-C1, C2	Read Ch. 4
Thurs	Sep 26	Ch. 4 Skill Classification	SHAPE 1.d, 1.e, 4.e; D1-C1, C2; Knowledge/Skills 1, 2, 3, 4, and 5 for rules 116.12.b to 116.28.b	Nearpod Activities (in class) Read Ch. 5
Tues	Oct 1	Ch. 5 Stages of Skill Acquisition	SHAPE 1.d, 1.e, 4.e; D1-C1, C2; Knowledge/Skills 1, 2, 3, 4, and 5 for rules 116.12.b to 116.28.b	Read Ch. 5
Thurs	Oct 3	Ch. 5 Stages of Skill Acquisition	N/A	Ch. 5 Lab- Stages (in class-10 pts) Read Ch. 6- Ch. 6 Hmwk in D2L- Due 10/8
Tues	Oct 8	Ch. 6 Assessing Motor Learning (online- Miller @ Conference)	SHAPE 1.e, 4.e, 5.a; D1-C1, C2;	Read Ch. 6 Altunsoz Article in D2L See D2L for online module.
Thurs	Oct 10	Ch. 6 Assessing Motor Learning (online- Miller @ Conference)	N/A	Start review for exam- see D2L.
Tues	Oct 15	Catch Up Day	N/A	Ch. 6 Lab- Performance Curves (in class-10 pts) See D2L for review.
Thurs	Oct 17	Part 1 Exam 2- Ch. 4-6	SHAPE 1.d, 1.e, 4.e, 5.a; D1-C1, C2;	Read Ch. 7, 8, & 9 Dissection of Locomotor Skills Assign. in D2L- Due 10/22
Tues	Oct 22	Ch. 7, 8, & 9-Infant Development & Motor Skills in Childhood	SHAPE 1.a, 1.b, 1.e, 4.b, 4.e, 5.a; D1-C1, C2; Knowledge/Skills 1, 2, 3, 4, and 5 for rules 116.12.b to 116.28.b	Dissection of Locomotor Skills Assign. in D2L- Due 10/22
Thurs	Oct 24	Ch. 7, 8, & 9-Infant Development & Motor Skills in Childhood	N/A	Read Ch. 12 & 13

Day	Date	Content	SHAPE/SBEC/TEA Standards	Activities/Assignment
Tues	Oct 29	Ch. 12 Physical Development & 13 Physical Aging	SHAPE 1.c, 1.e, 1.d; D1-C1	Read Ch. 14, 15, & 16 Ch. 14/15/16 Hmwk in D2L- Due 10/31
Thurs	Oct 31	Ch. 14, 15, & 16- Constraints	SHAPE 1.d, 1.e; D1-C1	Assign due 11/5
Tues	Nov 5	Catch up & Review Day	N/A	Exam Review in D2L
Thurs	Nov 7	Part II & III Exam- Ch 7, 8, 9, 12, 13, 14, 15, & 16	SHAPE 1.a, 1.b, 1.c, 1.d, 1.e, 4.e, 4.e, 5.a; D1-C1, C2;	Read Ch. 17 & 18 The Physical Educator.com
Tues	Nov 12	Ch. 17 & 18 Developmental Models & Prepractice Developmentally Appropriate Activities- Group Time	SHAPE 1.d, 1.e, 1.d, 3.b, 4.b; D1-C1, C2	Developmentally Appropriate Activity (DAP) Assignment in D2L- Due 12/5
Thurs	Nov 14	Ch. 19 Practice	SHAPE 1.d; D1-C1, C2	Read Ch. 19 Douvis Article Ch. 19 Hmwk in D2L- Due 11/19
Tues	Nov 19	Ch. 19 Practice	N/A	Ch. 19 Lab- Constant vs. Variable Practice (in class 10 pts) Read Ch. 20
Thurs	Nov 21	Working on DAP- No Class <i>Undergraduate Research and Creative Activities Forum in CSC</i>	N/A	Work on DAP- Due 12/5
Tues	Nov 26	Catch Up Day (Part IV)	N/A	N/A
Thurs	Nov 28	<i>Thanksgiving Break-No Class</i>	N/A	N/A
Tues	Dec 3	Ch. 20 Feedback	SHAPE 4.e; D1-C1, C2	Potdevin Et al. Article
Thurs	Dec 5	Ch. 20 Feedback DAP Due	N/A	Ch. 20 Lab- Knowledge of Results (in class- 10 pts) Exam Review in D2L
Finals Week	Tues Dec 10	Final Exam 1:00-3:00 pm Part IV- Ch 17-20	SHAPE 1.a, 1.b, 1.d, 1.e, 3.b, 3.d 4.b, 4.e; D1-C1, C2	N/A

References/Scientifically-Based Research/Additional Readings

We constantly use scientific research and position statements (based on research) from the leading national organizations to keep our students up to date on the latest trends in the field. This course specifically uses the following references:

Altunsoz, I.H., & Goodway, J.D. (2016). SKIPing to motor competence: The influence of project successful kinesthetic instruction for preschoolers on motor competence of disadvantaged preschoolers. *Physical Education & Sport Pedagogy*, 21(4), 366-385.

Douvis, S.J. (2005). Variable practice in learning the forehand drive in tennis. *Perceptual Motor Skills*, 101. 531-545.

Mitchell, S.A., & Walton-Fisette, J.L. (2022). Essentials of Teaching Physical Education, 2nd ed. Champaign, IL: Human Kinetics.

NASPE. (2011). P.E. metrics: Assessing national standards 1-6 in elementary school. Reston, VA: Author.

Potdevin, F., Vors, O., Huchez, A., Lamour, M., Davids, K., & Schnitzler, C. (2018). How can video feedback be used in physical education to support novice learning in gymnastics? Effects on motor learning, self-assessment and motivation. *Physical Education & Sport Pedagogy*, 23(6), 559-574.

Renshaw, I., Moy, B., & Cook, M. (2015). A constraint-led approach for P.E. teachers. *Active + Healthy Magazine*. 22(2), 15-17.

SHAPE America. (2019). P.E. metrics: Assessing student performance using the national standards & grade-level outcomes for k-12 physical education. Reston, VA: Author.

SHAPE America. (2013). Grade-level outcomes for K-12 physical education. Reston, VA: Author. <https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf>

SHAPE America. (2017). 2017 National Standards for Initial Physical Education Teacher Education. Reston, VA: Author. <https://www.shapeamerica.org/accreditation/upload/2017-SHAPE-America-Initial-PETE-Standards-and-Components.pdf>

ThePhysicalEducator.com. (2017). Breaking down the teaching games for understanding model. <https://thephysicaleducator.com/2012/06/29/teaching-games-understanding-model/>

Texas Education Agency Commissioner's Rules Concerning Educator Standards, [Chapter 149: Subchapter AA Teacher Standards](#) (see D2L for full list)

Texas Essential Knowledge and Skills (TEKS), Texas Education Agency: [Chapter 116: Physical Education](#) (see D2L for full list)

Appendix A: Teacher Educator Standards/Competencies

SHAPE National Standards for Initial Physical Education Teacher Education (2017)

Standard 1. Content and Foundational Knowledge Physical education candidates¹ demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

- 1.a Describe and apply common content knowledge for teaching preK-12 physical education.
- 1.b Describe and apply specialized content knowledge for teaching preK-12 physical education.
- 1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.
- 1.d Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.
- 1.e Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.
- 1.f Describe the historical, philosophical and social perspectives of physical education issues and legislation.

Standard 2. Skillfulness and Health-Related Fitness² Physical education candidates are physically literate individuals who can demonstrate skillful performance³ in physical education content areas and health-enhancing levels of fitness.

- 2.a Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).

Standard 3. Planning and Implementation Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

- 3.a Plan and implement appropriate (e.g., measureable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education.

- 3.b Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students.
- 3.c Plan for and manage resources to provide active, fair and equitable learning experiences.
- 3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
- 3.e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).
- 3.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.

Standard 4. Instructional Delivery and Management Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

- 4.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.
- 4.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.
- 4.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
- 4.d Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.
- 4.e Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.

Standard 5. Assessment of Student Learning Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.

- 5.a Select or create authentic, formal assessments that measure student attainment of short and long-term objectives.
- 5.b Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.
- 5.c Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.

Standard 6. Professional Responsibility Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

- 6.a Engage in behavior that reflects professional ethics, practice and cultural competence.
- 6.b Engage in continued professional growth and collaboration in schools and/or professional organizations.
- 6.c Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.

Texas Examinations of Educator Domains
Physical Education EC-12 (258)

- Domain I- Movement Knowledge and Skills

Texas Examinations of Educator Competencies
Physical Education EC-12 (258)

- Competency 001 (Motor Development & Motor Learning): Apply knowledge of principles and characteristics of motor development and motor learning.
- Competency 002 (Movement Concepts & Biomechanics): Apply knowledge of biomechanical and movement concepts, principles and practices for developing, combining and integrating motor skills.
- Competency 003 (Movement Activities & Sports): Apply knowledge of techniques, skills, activities, rules, and safety practices for a variety of sports, games, and activities.