

Guidelines for Content Advisor Feedback on the Physical Education Draft Recommendations

Please review the draft recommendations for revisions to the Texas Essential Knowledge and Skills (TEKS) for physical education, kindergarten - grade 12, as applicable, and respond to the following questions. In your feedback please indicate the specific grade level/course and student expectation number you are referring to, as appropriate.

1. **Does the framework for each grade level or course follow a complete and logical development of physical education concepts? If not, what suggestions do you have for improvement.**
 - For HS courses, I think the courses are spot on and flexible enough to meet the needs of all districts and students.
 - I believe that grades 6-8 should have their own separate sequence, reflecting the fact that more small sided games and activities will be included. In the majority of strands, there is no or very little differentiation between strands from grades 4 and 5 and grades 7 and 8. This would indicate to me as a principal that I don't really need to have PE at those grade levels and that classes at multiple grades should be combined. In our recommendations that we made up front, we indicated that grade bands should be K-5, 6-8, and HS, not K-8.
 - TEK 5 Combinations - unsure why no rhythms are included for grades K-2. Rhythms are very important at these grade levels.
 - I don't feel that there is enough differentiation in the TEKS development. In several instances, the TEKS are identical from Kindergarten through grade 8. I will include some examples of this, but to list every spot where things are vague or the same across multiple grade levels would take forever.
 - 2B exactly the same from grade 3-8. More specificity on how this looks different
 - 3A Throwing and Catching – I think these should be 2 different skill groupings – one for throwing and one for Catching. Also there is no specificity – things like throw accurately to a partner, throw with opposite foot forward, etc...
 - 3C Kicking/Punting – more specificity – kicking stationary ball while standing still, kicking stationary ball while moving, etc...
 - 3E Striking – need things in there like continuous striking with an object, etc... over a net or wall
 - 4A – Kinder and 1st should be different – moves in space for grade 1 Grades 6-8 should have more information about types of activities
 - 4C – identical for grades 4-8 – how should it look different
 - 6B – exactly the same grades K-5, not enough specificity for grades 6-8. How are these being used in games (types of games, etc...) Never mention small sided games, competition or cooperative
 - 6C – identical from grades K-8
 - 6D – more examples, specificity needed.
 - 6E – how does this look different in Kindergarten vs grade 2 – can Kindergartners really demonstrate all of this?
 - 7A – I don't really see any difference between grades 3-8. How does participate in look different from demonstrate.
 - 8A – more specificity needed – balance in defensive positions, etc... for upper grades, small sided, competitive, or cooperative games
 - 8B – K-2 are really identical – maybe adding in modified activities for Kinder, etc... Grades 6-8 develop and maintain by doing what???
 - 8C – way too vague – importance of flexibility? Different kinds of stretches???
 - 9A,B C or D – would like to include information about how exercise and fitness are good for the brain.
 - 10B – identical for grades 3-8
 - 9C – identify activities that build different components of fitness
 - 10C – importance of measuring, how to measure – teacher directed vs independent

- 10D grades 6-8 – can we add analyze results of fitness measurement data
- 11A,B,C – I think this information goes into too much detail for what should be taught in PE class. We should be reinforcing information taught via Health. Time constraints limit how much of this can be taught.
- 12A and 12B – all are identical – must be differentiation for grade levels.
- 13 and 14 – so many of these are the same and are time intensive. Can we combine some of these so they look different across grade levels?
- 13C – identical for grades 4-8
- 13D – identical for grades K-8
- 13E – identical for grades K-8 – should differentiate situations, teacher led, independent, etc...
- 13F – H – not enough differentiation
- I think the SEL portion is way too long
- 14B – identical all grades
- 14C – same between grades 3-8
- 14E – same across grade levels
- 14F – identical across grade levels
- 14G – identical across grade levels
- 14F – identical across grade levels
- 15A,B,C – identical across grade levels

2. Have the correct vocabulary and terminology been used throughout the TEKS?

- I don't have a huge problem with the terminology – just that things are way too generic. I think the terms proper form, mature form have been overused with not enough information about what that form is. As has been done in the National Level Outcomes, a few short words about how the expectation differs between each grade level would help.
- No specificity in skills to be taught.

3. Is the level of rigor appropriate for each grade level?

- No – in many instances the TEK is the exact same in Kindergarten and in Grade 8. There is no way for teachers to even identify what these should look like from grade to grade. There is very little rigor in these as written.
- Grades 6-8 need much more clarity on specific small sided games and sports to be included

4. Are the student expectations (SEs) clear and specific?

- In most categories, the expectations are not specific at all, so clarity cannot be achieved because teachers don't really know what is expected. I don't think there is any way for this document to be used in a meaningful way for districts trying to plan curriculum.

5. Are the TEKS aligned horizontally and vertically? If not, what gaps should be addressed?

- Difficult to determine because of lack of specificity.
- High school is good

6. Can all student expectations reasonably be taught within the amount of time typically allotted for the grade level or high school course prior to the end of the school year?

- Yes for High school.
- I think there is way too much information, particularly in the SEL sections. I think some of these could be combined, especially since they all seem to be the same across grade levels.
- Nutrition information could be scaled back and combined.

7. Is there any unnecessary duplication of standards or concepts? Are there student expectations that can be eliminated in order to streamline the standards?
 - See answer above.
8. Are there any gaps or concepts missing that should be addressed? Are there specific areas that need to be updated to reflect current research?
 - Grades 6-8 need to have their own separate strands. Too many of their strategies are identical to those in grades 4 and 5.
 - Need more clarity and specificity
9. Do you have any other suggestions for ways in which the physical education TEKS can be improved?
 - In looking at the recommendations that we made in our original meetings, the below are things that I do not believe are included as intended.
 - Different grade bands for K-5, 6-8, and High School
 - Developmentally appropriate knowledge, skills, and activities -not enough clarity and specificity and too many exact duplications across grade levels
 - Not easy to follow because of lack of specificity. It is too generic.
 - No specificity with clear and concise language
 - I didn't see much mention of skills that we know are also good for brain development and academic success.
 - More specificity and rigor