

Content Advisor Feedback on the Physical Education -Pam Tevis

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.

Introduction:

- A. Revise: (1). Physical education ...of a well-a-balanced-curriculum rounded education (S.1177, ESSA, Dec. 2015) Include for high school in all introductions.
- B. Revise: (2) Grade bands should be K-5, 6-8, and high school.
- C. Add: (4)(E) TEC § 74. ensures sufficient time is provided for teachers to teach and students to learn.

Rational: For A and C, we need to include this language to reflect what is in the law.

K-8

- A. There should be evidence of scaffolding and spiraling to differentiate between grade levels. In many cases the student expectation is the same.

Examples:

- (1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills.

Hopping, galloping, running, sliding, skipping, leaping

K(A) attempt proper form in hopping, galloping, running, sliding, skipping, leaping, and walking (What does an "attempt" look like? -add while maintaining balance.

1(A) demonstrate proper form in hopping, galloping, running, sliding, skipping, leaping, and walking (Demonstrate how?-demonstrate proper foot patterns in hopping,galloping,etc.)

2(A) demonstrate mature form in hopping, galloping, running, sliding, skipping, leaping, and walking (Demonstrate how?- Travels showing differentiation between jogging and sprinting)

(2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills.

Bending, stretching, twisting, and curling

2(B) demonstrate bending, stretching, twisting, curling, pushing, pulling, and swaying (differentiates among twisting, curling, bending, and stretching actions)

3(B) combine bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities (moves in and out of curling, twisting and stretching actions)

4(B) combine bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities (moves in and out of curling, twisting, and stretching actions)

5(B) combine bending, stretching twisting, curling, pushing, pulling, and swaying in a variety of activities (performs curling, twisting, and stretching actions with correct application in dance, gymnastics, small-sided practice tasks and game environments)

These are all the same. What are t student expectations?

6(B) combine bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities

7(B) combine bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities

8(B) combine bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities.

(7)Performance strategies--outdoor and recreational pursuits. The physically literate student will demonstrate competency in outdoor and recreational pursuits. Outdoor/Adventure Skill

(A) explore introductory outdoor and nature pursuits-this is the same for K-2. No specificity .

What does it look like?

(A) participate in introductory outdoor pursuit skills such as rock climbing, navigation skills, hiking, paddle sports, archery, cycling, or challenge courses-same for 3-6th grade. No evidence of scaffolding or rigor

Rational: The student expectations should be specific and concise. Expectations should contain clear outcomes similar to the national grade level outcomes. Teachers and administrators should be able to see the scaffolding across grade levels. This document in many cases does not do that. There are many examples throughout this document.

FOR HIGH SCHOOL

Lifetime wellness and fitness pursuits:

A)In the TEKS, (3) lists nutrition but doesn't list student expectations. It definitely needs to be added.

(B) In (4)(E) I am not sure what it means by evaluating technology for the detriment social and emotional health. Is this referring to screen time?

Lifetime recreation and outdoor pursuits

(A) Under TEKS (2) Performance standards, I think "develop an appropriate conditioning program for selected activities" needs to be added.

(B) Under TEKS (5), nutrition needs to be listed under student expectations. Proper meal is important.

Skills based lifetime activities

If we are including sleep, we might also want to include nutrition. Physical education standards should reinforce health education standards. Overall I like the courses. I especially like that in skills based fitness, students will demonstrate competency in 4 different areas. Thus will ensure every student will enjoy some if not all of the activities especially if student input is encouraged.

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

As far as the physical education terminology goes, there is consistency. However, there needs to be more specificity with the stated outcomes. There is a tremendous overuse of words like attempt, demonstrate, and apply. The grade level outcomes in the national standards include specificity that allows the teacher to assess student outcomes. It does not set the standards for mastery. This current document would not be incredibly helpful to beginning teachers or administrators observing the class.

For high school, I felt the vocabulary and terminology was correct.

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

The level of rigor does not go beyond the application level of Bloom's. In many instances, there doesn't appear to be much rigor at all. The expectations are not clear and concise.

For high school, I believe the rigor is there. These courses are a practical application of the skills learned in K-8. Students take what they have learned and apply it to new situations.

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

No they are not for the reasons stated above.

Yes for high school

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

Because there isn't specificity or evidence of scaffolding, especially in grades 6-8, it is hard to determine the gaps.

For high school, it is aligned.

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?

Since there is very little to go on in terms of student expectations, it would be hard to determine that from this document.

Yes for high school.

7. Is there any unnecessary duplication of standards or concepts? Are there student expectations that can be eliminated in order to streamline the standards?

Again, it is hard to tell from what is included here. I think there is a lot of "implied" information that can't be taken for granted that all physical education teachers would be on the same page. This document should be able to stand by itself. Any teacher or administrator should be able to pick this up and recognize what the student expectations should be, but I think they would have trouble identifying SE's in this document. I think there can be some consolidation with the nutrition and social emotional learning.

Submitted by Pam Tevis

For high school, no.

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?

There isn't enough clarity, rigor, or specificity to tell.

High school is good.

9. Do you have any other suggestions for ways in which the physical education TEKS can be improved?

There has to be evidence of scaffolding and rigor. I would say that backward planning would help. We need to know what students should have mastered by the time they reach high school. I believe this would help identify gaps, eliminate unnecessary duplication of standards or concepts, and streamline the standards. From page 10 to 21 there is hardly any differentiation between the expectations for kindergarten and 8th grade.

I like the high school courses and I think students will as well.

When reviewing the TEKS review and revision process, it might have been helpful for content advisors to look at the review drafts, feedback and the ESC feedback before sending the document to work group E. There were specific recommendations made in the original content advisors' consensus recommendations that may have been overlooked by the work groups.

Thanks

Pam Tevis