

Physical Education TEKS Review Consensus Recommendations

Physical Education Content Advisors:

David Cantu

Cinnamon Sheffield, Ed.D.

Pam Tevis

Rose Haggerty

Kelley Sullivan

Helen Wagner

Mary Morris, Ed.D.

Concepts/Areas	Recommendations
High School Courses	<p>Like the high school structure and courses</p> <ul style="list-style-type: none"> • Courses that students will want to take • Like how broad they are—gives flexibility • Relevant • Follow current trends • Lawn games options • Aligned with content advisor recommendations • Aligned with National Standards <p>Nutrition and reinforcement of health standards:</p> <ul style="list-style-type: none"> • Add more standards for each course • Tie standards into the course to explain why nutrition is relevant to the course • How energy is important within context to what is being taught <p>Provide more options for activities in such as statements: For example, see Skill-Based Lifetime Activities (C)(1)(E): add pickle ball and soccer for international games (C)(1)(A): add bean bag tossing, etc. (C)(1)(C): add a such as statement (walking, jogging, yoga, isometrics, lifting weights) (C)(1)(D): name a few activities (Zumba, jump rope, aerobic exercise)</p> <p>Reinforce the concept of good sportsmanship: (C)(4)(A): add “by displaying good sportsmanship”</p> <p>Integration of technology in physical education and wellness concepts</p> <p>Promote lifelong wellness concepts beyond the classroom</p>

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Kindergarten – Grade 8	<p><u>Overall Comments:</u></p> <p><u>Utilize National Standards</u></p> <ul style="list-style-type: none">• Content Advisors believe the national standards and grade-level outcomes should be utilized.• Need to follow the national outcomes and tweak for Texas.• The national standards outcomes are user-friendly and easy to follow from grade level to grade level.• National standards—grade-level outcomes and student expectations are clear and concise.• Horizontal and vertical alignment within and across grade levels are evident in the national standards and grade-level outcomes. <p><u>Increase Specificity</u></p> <ul style="list-style-type: none">• Standards should be clear, concise, observable, and measurable so that teachers know exactly what to teach and students know exactly what they are expected to do at each grade level• Add more “such as” and “including” statements to help teachers understand• Integrate technology in physical education and wellness concepts• Promote lifelong wellness concepts beyond the classroom <p><u>Differentiate between grade levels</u></p> <ul style="list-style-type: none">• There should be more differentiation and spiraling among the grade levels.• Include clear, observable, and measurable standards to increase rigor. <p><u>Utilize Bloom’s Taxonomy</u></p> <ul style="list-style-type: none">• Include developmentally appropriate progression of standards with outcomes to ensure rigor, which leads to higher-order thinking skills. <p><u>Design with the End in Mind</u></p> <ul style="list-style-type: none">• Start with the ending in mind• Learning experiences should be planned with the final assessment (performance) in mind.• Work groups should begin looking at Grade 8 and scaffold down through the grade levels.
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Grades 6-8	<p><u>Overall Comments:</u></p> <p><u>Align Grade Level Outcomes and Student Expectations (SEs)</u></p> <ul style="list-style-type: none">• Be more specific with types of activities, games, and sports skills involved in successful participation• Content advisors believe the specificity of skills was captured in the introduction but was not transferred into the student expectations• Progression must be evident and focused on students implementing skills in a variety of games and dynamic activities• SEs should create opportunities for students to apply sports concepts, tactics, and strategies for game play• Provide a well-balanced exposure to and opportunities for a variety of physical education activities and games/sports for self-expression, enjoyment, and challenge• Design and implement personal wellness program• Integration of technology in physical education and wellness concepts <p><u>General Comments</u></p> <ul style="list-style-type: none">• Create opportunities for students to participate in self-selected physical activity for enjoyment and self-expression• Create differentiated opportunities for students to participate in a variety of dance and rhythmic activities• Promote lifelong wellness concepts beyond the classroom
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<p>Learning gaps (Kindergarten through Grade 8)</p>	<p>Lack of differentiation creates learning gaps across the grade levels, and it also limits opportunities for rigor.</p> <p><u>Differentiate skills in the following sections (add specificity for each grade level):</u></p> <ul style="list-style-type: none">• social emotional skills• emergencies• injury preventions• protocols• throwing and catching should be separate student expectations (there should be specificity of the key elements for each skill)• hand dribbling and foot dribbling should be separate student expectations• balance activities• crawling• rolling• strategies/tactics/practice/performance• rules and terminology• outdoor adventure and skills• proper attire and equipment safety• sun, bike, aquatics, air quality, safety <p><u>Missing concepts</u></p> <ul style="list-style-type: none">• Rhythms (Kindergarten-Grade 2)• Movement combinations• Analyze basic data/performance goals (Kindergarten-Grade 2)• Age appropriate fitness principles, including aerobic and anaerobic, should be introduced (Kindergarten-Grade 2) and addressed (Grades 3-8)• The connection between intentional movement and brain-based learning
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<p>Social and Emotional Health Strand</p>	<p>Combine the student expectations, differentiate, and streamline the topics</p> <ul style="list-style-type: none"> • Conflict-resolution • Cooperation • Protocols • Perseverance • Acceptance of Self and Others • Problem Solving • Constructive Feedback <p>Reinforce the health standards that apply to physical education and wellness.</p>
<p>Introduction</p>	<p>Change language well-balanced curriculum to well-rounded education because it aligns with what ESSA states regarding physical education.</p> <p>Ensure the introduction flows better, especially the first sentence. For example, it should include a reference to state law (like it does now). First sentence should include quality physical education programs. The introduction should be “word-smithed.”</p> <p>Ensure that teachers/administrators follow what law states. However, take out the specificity of the laws in the introduction paragraph.</p>