

Guidelines for Content Advisor Feedback on the Physical Education Texas Essential Knowledge and Skills

Please review the current Texas Essential Knowledge and Skills (TEKS) for kindergarten–grade 12 physical education (PE) and use the following questions to develop feedback for the State Board of Education regarding revisions to the TEKS.

There is no specific format required for your feedback. When referencing specific portions of the TEKS, please indicate the grade level and/or course and the specific letter/number of the standard to which you are referring, as appropriate.

GUIDING QUESTIONS

1. Does each grade level and/or course follow a complete and logical development of concepts appropriate for physical education? If not, what improvements are needed?

The current TEKS do have a logical and sequential development of concepts, but lack specificity. There needs to be a focused alignment with the National Physical Education Standards. The Curriculum Framework should align with National Standards and be more user friendly to give an overarching understanding of the connection between standards, skill focus, grade/student level outcomes, and assessments.

2. Are there topics that should be eliminated and/or no longer reflect current research or practices within the field? If so, please identify.

There should be a greater focus on overall health and wellness as it relates to social and emotional well being. Topics should be more prescriptive about the benefits of leading a healthy, balanced lifestyle. At the middle school and high school level, curriculum should be more specific about a variety of choices in Team/Individual sports that are trending due to current research and practices. (Ex. Yoga, Disc Golf, LaCrosse, Pickleball, etc.)

3. Are there specific topics that are missing from the current TEKS? If so, please explain.

1. The importance and relevance of neuroscience as it relates to movement is a key concept that is missing from the current TEKS. Previous and current standards show the importance of physical activity as it relates to personal health along with how the brain and body work in tandem to increase cognition and relevancy to learning. An example could be including “crossing the midline” as a skill that helps both hemispheres of the brain to communicate.

2. Adding Emotional to our Social Strand because that reflects current research and practices.

3. Add how technology is be used for goal setting, personal wellness tracking, rest, recovery, self-management and self-regulation.

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

The terminology needs updating in order to align with current trends. Many districts have aligned with ASCD and their terminology with a push towards addressing the Whole Child. This also aligns beautifully with the Coordinated School Health Model from the CDC. The importance of speaking the same terminology and using similar vocabulary to SHAPE America will strengthen our efforts at the state level.

5. Is the level of rigor appropriate for each grade level and/or course?

Currently, the level of rigor is missing. Rather, we see what students should be able to do at minimum. Many districts have added rigor by increasing the level of challenge. Rigor should include more opportunities to enforce critical thinking, communication, collaboration, and creativity. Incorporating PBL and Service Learning would definitely raise the level of rigor.

6. Are the student expectations clear and specific?

1. More specificity to the TEKS

2. Align with National Standards and other credible resources and recommendations

7. Are the TEKS aligned vertically? If not, what gaps should be addressed?

No, the TAHPERD Framework is what helps many districts fill in the gaps. A system that is easier to read, understand, and utilize would be helpful.

8. Can all student expectations reasonably be taught within the amount of time *typically* allotted for the grade level or course?

Yes, if districts align the Curriculum Framework, TEKS, Scope and Sequence, and Grade Level Outcomes into more user-friendly documents, districts will be able to develop and design relevant curriculum that better meets the needs of students today.

9. Are there student expectations that are not essential or unnecessarily duplicative and can be eliminated? If so, please identify by grade level/course and student expectation number.

K.1 (H) Drops a ball and catches it before it bounces twice

(I) Catches a large ball tossed by a skilled thrower

There is a need to add hopping, galloping, running, sliding, and skipping at Kinder

K.5 (B) Exclude such as not pushing in line

(3.6) Social Development strike gymnastics and add balance and coordination

(4.1) (I) Perform basic folk dance steps? Certainly needs to be expanded to more current types of dancing as well

(4.3) (F) identify opportunities for participation in physical activity in the community (strike such as little league and parks and recreation)

(4.7) (B) respond to winning and losing with dignity, understanding and mutual respect

10. Are the high school course options sufficient and appropriate? If not, what would you recommend adding or removing?

1. There should be a greater focus on overall health and wellness as it relates to social and emotional well-being. Be more prescriptive about the benefits of leading a healthy, balanced lifestyle. At the middle school and high school level, we should be more specific about a variety of choices in Team/Individual sports that are trending due to current research and practices. (Ex. Yoga, Disc Golf, LaCrosse, Pickleball, etc.)

2. Project Based Learning and Service Learning

11. What other suggestions do you have for ways in which the physical education TEKS can be improved?

1. I do believe we should visit the possibility of incorporating the skills of the 21st Century learner:

- Critical Thinking, Communication, Collaboration, Creativity and Innovation, Global Citizen, and Personal Responsibility**

2. We do need to restructure the format of the TEKS, Curriculum Framework, and specificity of student outcomes to be a more vertically aligned document that has clarity and is user friendly for administrators and teachers. The idea of color coding documents that match National Standards is easy on the eye and clear to understand.

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i>						
S1.E1 Locomotor <i>Hopping, galloping, running, sliding, skipping, leaping</i>	Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K)	Hops, gallops, jogs and slides using a mature pattern. (S1.E1.1)	Skips using a mature pattern. (S1.E1.2)	Leaps using a mature pattern. (S1.E1.3)	Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences. (S1.E1.4)	Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance. (S1.E1.5a) Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments. (S1.E1.5b) Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E1.5c)

Citation:

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3. Make sure that all documents are available in English and Spanish