

TEKS Review

1. Complete and logical development
 - a. Kinder should have locomotor skills (hopping, galloping, running, sliding, skipping) as part of their movement patterns (not mature, but within balance)
 - b. Jumping and landing should be included in Kinder
2. Topics eliminated – not that these aren't important but there is so little time in PE. I think more time should be spent on the physical skills, since research now shows that this helps brains develop also. Many of these topics could be included with Health TEKS.
 - a. Sun safety is important but should be in Health TEKS. So little time in PE...
 - b. Rest and sleep
 - c. Any nutrition that doesn't relate specifically to physical activity somehow should be included with Health.
 - d. Gymnastics
3. Specific Topics Missing
 - a. Cross-Lateralization is never mentioned – important for brain development
4. Correct vocabulary and terminology
 - a. Terminology and vocabulary are consistent but at times confusing.
 - b. Too many examples, such as....
 - c. Teachers may not always be clear and the different between the terms and, among, or, including, such as
5. Level of Rigor
 - a. Some items missing from Kindergarten (stated above)
6. Expectations clear and specific – same as above with terminology. Often confusing, too wordy, and not in a brain friendly format (more on that later)
7. TEKS aligned vertically – I think they are but seeing that is next to impossible with the way the TEKS are laid out and the wordiness of some of the expectations. It is difficult to line up locomotor skills across the grade levels because of the way the TEKS are written.
8. All student expectations can be taught?
 - a. It all depends on how often you see students. Some teachers see students daily, others have PE once or twice a week. It is impossible to meet all expectations when you only see students 35 times per year.
 - b. In middle school, most students have daily PE so it is easier to meet the expectations, but depending on how much they learned in elementary, many expectations have to be retaught.
 - c. High School
9. Not essential or duplicative
 - a. K.6.A – not necessary to list all body parts
 - b. K.5.B – taught during classroom
 - c. K.5.D – too wordy – could teach general water safety rules but it is usually just a mention in class
 - d. 1.1.C – protection from sun (in Health TEKS)
 - e. 2.3.D – way too wordy. Not necessary to mention all body parts and examples...
10. High School Course Options Sufficient and Appropriate
- 11.

12. Suggestions –

- a. My main #1 important suggestion is to re-structure the way the TEKS are written. The current format is not brain friendly and very difficult to use. Even for somebody like me who has been using these for years, it was difficult to look at vertical alignment and find topics across grade levels.
- b. K-5 should be easily seen on one page, more like the National Grade Level Outcomes. That makes it very easy for teachers (most of whom teach all grade levels), to see what locomotor skills look like at each grade level. As it currently stands, you have to keep flipping back and forth to find how Kindergarten locomotor skills compare to 3rd grade. **Very difficult to use.**
- c. As with the National Outcomes, the specific movement pattern being looked at should be clearly shown so teachers can easily find the skill they are referencing (see below). It is easy to see what skills are being described

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3
S1.E2 Locomotor <i>jogging, running</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i>	Runs with a mature pattern. (S1.E2.2a) Travels showing differentiation between jogging and sprinting. (S1.E2.2b)	Travels showing differentiation between sprinting and running. (S1.E2.3)
S1.E3 Locomotor <i>Jumping and landing, horizontal plane</i>	Performs jumping and landing actions with balance. (S1.E3.K) <i>Note: This outcome applies to both horizontal and vertical jumping and landing.</i>	Demonstrates <u>2</u> of the <u>5</u> critical elements for jumping and landing in a horizontal plane using two-foot take-offs and landings. (S1.E3.1)	Demonstrates <u>4</u> of the <u>5</u> critical elements for jumping and landing in a horizontal plane using a variety of one- and two-foot take-offs and landings. (S1.E3.2)	Jumps and lands in the horizontal and vertical planes using a mature pattern. (S1.E3.3) <i>Note: This outcome applies to both horizontal and vertical jumping and landing</i>

- 13. Many of the TEKS are way too wordy. Too many such as, including, etc... We should be able to assume that teachers know body parts that need to be strengthened through weight training for example.
- 14. The content of the TEKS seems to be mostly OK (see suggestions above), but the wordiness and structure make them very difficult to utilize. Teachers need to be able to see they whole spectrum for the students they teach.
- 15. For grades 6 – 8, I think it should more closely match how the PE classes are taught. Structuring by types of games used, physical knowledge, etc.. makes it much easier to use in the course of how the classes are taught.