

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?

The K-8 framework is reader and user friendly and corresponds favorably to the national standards and framework. Any physical education teacher serving these grade levels should be able to utilize the chart/framework to educate. Also, the logical development of the physical education concepts is on point.

The high school framework is appropriate as each class is differentiated and described consistently. The work groups did an impressive job of sequencing the SEs as they are more logically organized.

The only suggestion is more specificity on some of the activities in the high school classes.

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

The vocabulary and/or terminology were consistent throughout the TEKS. As a matter of fact, the words used were relevant and can be found in current physical education research. Any physical education teacher should be able to comprehend the vocabulary and terminology and apply them to their class.

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

Yes, the level of rigor for each grade level is appropriate and the advancement of skills and activities can be clearly identified in the framework. I recall at our first meeting that a fitness portfolio was recommended. I am hopeful that this is incorporated and I am confident we would be able to see that the rigor is, indeed, appropriate.

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

I do believe the K-8 SEs are clear and specific. I am confident that an administrator doing a walk-thru will have a good idea of what to look for based on these SEs. That said, the high school SEs lack specificity...addressed on #9.

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

Yes, TEKS are aligned horizontally and vertically. This alignment is visible on the K-8 framework.

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?

Student expectations can be reasonably taught if the physical education teacher has an efficient plan and follows the TEKS with district designed curriculum. The time allotted for each K-8 teacher is relatively consistent, so a plan must be put into place and followed. For the high school, I also believe there is sufficient time as the classes provide options on various activities to participate in. The teacher has the freedom/power to choose what is appropriate for their area of the state and/or socioeconomic status.

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

I do believe there is an issue with this (unnecessary duplication) at the high school level since each class varies in regards to its activities. Obviously, there will be duplication of some standards and many concepts from grades K-8, but that is to be expected as what we're really looking for is development and maturity of various physical activity skills.

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?

At the high school level, there should be a greater focus on overall health and mental wellness as it relates to emotional needs of young adults. This topic of emotional well-being should be definitely tied into physical well-being.

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

High School TEKS:

Lifetime Recreation and Outdoor Pursuits (c)(1):

I am concerned about safety issues with the following listed... 'water sports', 'water safety education', 'hunter education', 'climbing', 'skiing'

Lifetime Recreation and Outdoor Pursuits (c)(1):

The specificity of what should be taught about each of the recreational and outdoor pursuits is a question I have.

Skill-Based Lifetime Activities (c)(1)(A):

To provide more options for 'target activities', can "**beanbag boccia**", "**basketball passing and shooting**", and "**soccer passing and goal attempts**" be included? I believe we need more options for schools that are of more low socioeconomic status.

Skill-Based Lifetime Activities (c)(1)(C):

To assist educators, can we include a 'such as' here? I believe possible 'such as' activities could be: **walking, jogging, yoga, isometrics, lifting weights**

Skill-Based Lifetime Activities (c)(1)(D):

'Such as' could be helpful here as well. I believe possible 'such as' activities could be: **jump rope, dance, Zumba, aerobic exercise**

Skill-Based Lifetime Activities (c)(1)(E):

The innovative games and activities with international significance, in my opinion, should include '**SOCCER**' as it is the most recognizable international sport in the world. While it may seem like a recognizable sport, we may be surprised as to how many kids have not attempted the sport.

Skill-Based Lifetime Activities (c)(4)(A):

I believe it is important to add the words '**by displaying sportsmanship**' to the end of this SE.

Skill-Based Lifetime Activities (c)(1)(B):

I believe it should read... (B) accept **and respect** roles and decisions of officials;