

Review of Physical Education Draft TEKS from Group E

1. Does the framework for each grade level or course follow a complete and logical development of physical education concepts?

- A. No, the TEKS lack specificity to see progression development throughout the grade spans. The TEKS should be clear and concise so any teacher can pick up the document and easily see the differentiation of skills between each grade level.
- B. There are numerous TEKS that showed there is little or no progression from one grade to another grade. A few examples below:
 - 1) K(1)B through 8(1)B are identical
 - 2) 3(2) B through 8(2) B are identical
 - 3) 4(4)C through 8(4)C are identical
 - 4) 5(5) A through 8(5)C are identical
 - 5) K(6)C through 8(6)C are identical
 - 6) K(12)B through 8(12)B are identical
 - 7) K(15)A through 8(12)A are identical
 - 8) K(15)B through 8(15)B are identical
 - 9) K(15)C through 8(15)C are identical
 - 10) K(12)B through 8(12)B are identical
- C. Missing “such as” and “including” activities throughout the document.
- D. In grades K-8, the TEKS do not progressively increase to reach the higher levels of critical thinking. They focus on the bottom half of the hierarchy of Bloom’s taxonomy.
- E. The TEKS do not follow the National Physical Education Standard Outcomes progressions.
- F. To be developmentally appropriate, rhythm skills start in kindergarten and not grade 3.
- G. We have a question regarding K(7)A through 8(7)A: Do all schools in the state of Texas has access to the outdoor/adventure equipment to observe students participating and demonstrating in rock climbing, navigation, paddle sports, archery, cycling or challenge courses during their physical education class time?
- H. The high school courses are the best written.

If not, what suggestions do you have for improvement?

- A. Follow the National Physical Education Standards and Outcomes. This is critical to the districts and teachers.
- B. Add specificity to each TEK by clearly defining exactly what it means. Perhaps adding directionality, or defining a distance, space or time to differentiate between the grades levels, would help teachers see a skills progression between the grade spans.
- C. Add “such as” and “including” activities throughout the document.
- D. The specificity is to be clear and concise.
- E. Include higher levels of Blooms’ Taxonomy in the development and progression of skills throughout the grade span.
- F. Show progression of specific movement and health skills by differentiating and spiraling throughout the grade levels.

- 2. Have the correct vocabulary and terminology been used throughout the TEKS?**
 - A. Yes, for the most part, however the progressions do not always follow Bloom's Taxonomy of learning model and the TEKS lack the specificity to include the top half of Bloom's taxonomy.
 - B. K(1)A and K(1)B: Attempt is too weak of a descriptor, perhaps it should be mirrors or follows teachers or participates in running, sliding, galloping, hopping and skipping?
 - C. *What is the difference between "demonstrate appropriate form" and "demonstrates a mature form"?*
 - D. Consistency of verbiage needs to be throughout the document.

- 3. Is the level of rigor appropriate for each grade level?**
 - A. No, due to a lack of specificity, rigor is non-existent.
 - B. Why are students still identifying and not applying the fitness components in grade 6-8?
 - C. Why are students not learning about aerobic and anaerobic activities until grade 6?

- 4. Are the student expectations (SEs) clear and specific?**
 - A. No, the TEKS are so broadly written, it is left up to the teacher to figure out what each TEK really means causing significant variation for the student expectation throughout the state. The Texas student population is highly mobile and we must teach consistent skills with the same expectations throughout the state.
 - B. We need greater specificity in the TEKS. For example, Jumping Rope 4(1)B- 8(1)B - add specificity by naming the jump rope steps associated with agility including, scissors, in and out, crisscrossing of the feet, heel to heel, heel to toe, etc; speed including peppers, crisscross of rope in front when jumping, double jump, etc. Add endurance by including jumping consecutively for 30 seconds, 60 seconds, or 90 seconds. This will help to show skill progression from grade level to grade level.
 - C. K(6)A - 8(6)E: add as appropriate - such as, or including, tag games; lead-up/modified VB, BB, Flag Football, soccer games/activities, etc.; compared to regular VB, BB, FF and soccer games, etc.
 - D. What about adding direction to various locomotor skills, for example, jumping forward, backward, sideward right and sideward left, jump 1/4 turns, jump 1/2 turns, jump 1/1 turns? By adding directionality to jumping skills, it can help differentiate between grade levels and show progression.
 - E. Balance and weight transfer K(2)A: to help define grade level progressions, add including one, two, three and four point balances at different grade levels. Another suggestion would be to add various balances on one leg while holding the free leg for eight seconds each in a variety of positions including at the ankle, at the knee, forward, sideward and backward.
 - F. K(13)A – 8(13)A is exactly the same for teaching emergencies. Which emergency situations should be taught at what grade level? A teacher needs to know!

5. **Are the TEKS aligned horizontally and vertically? If not, what gaps should be addressed?**
 - A. No, the TEKS are not vertically aligned because many of the TEKS show little or no differentiation between the grade levels. See response to question #1.
 - B. Adding specificity to each TEK would help everyone who reads the TEKS to know exactly what each TEK meant and exactly what skill is taught at each grade level.

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?**
 - A. Yes, many school districts have excellent physical education coordinators/directors and lead teachers who develop their district's curriculum. These physical education experts know how to identify and bundle TEKS that are clearly linked or have a similar focus, however, they need the TEKS to be clearly defined.

7. **Is there any unnecessary duplication of standards or concepts? Are there student expectations that can be eliminated in order to streamline the standards?**
 - A. Yes, conflict resolution, problem solving for self and problem solving with others can significantly streamlined. Several of them say the same things using different verbiage.
 - B. K(6)A – 8(6)D can be streamlined from four lines into two lines.
 - C. K(11)A – 8(12)B can be combined.

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?**
 - A. K(13)E What specific emergencies are to be addressed at each grade level? Teachers need to know! There should be a distinct differentiation and spiraling of skills noted throughout the grade span.
 - B. 4(5)A – 8(5)A: grades 4-8 all have the same Combination TEK; no specificity to distinguish different expectations between grade levels. This TEK should be rhythms and dance. Why are we not teaching rhythmic activities in grades K-2 when the research clearly shows it is developmentally appropriate?
 - C. Why are we not filling in the gaps and working with students in at least grades 3, 4 & 5 to identify, recognize, describe aerobic versus anaerobic activities?

9. **Do you have any other suggestions for ways in which the physical education TEKS can be improved?**
 - A. Align with National Standards and Outcomes.
 - B. Add specificity to each TEK so it is clearly defined and concise. If the TEKS are clearly written, it would be easy for a district to develop a curriculum and to develop an assessment. It would make it very easy for a teacher to write their lesson plans.
 - C. Show specific progression of skills with differentiation and spiraling for grades K-8.
 - D. Implement a more extensive range of Bloom's Taxonomy students can learn and progress beyond the bottom three tiers into the top three tiers of the hierarchy.