

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?**
 - Align with the National Standards and Grade Level Outcomes so the focus is primarily on motor skill competence.
 - Streamline the structure so it is easier to understand and is more aligned with the National Standard Strands and the High Priority Learning Standards.
 - Add greater specificity to the stands, such as Motor Skills and Movement Patterns rather than just Movement.
 - Increase specificity in student expectations.
 - Include current terminology that leads to physical literacy.

- 2. Are there topics that should be eliminated and/or no longer reflect current research or practices within the field? If so, please identify.**
 - More focus on physical activity concepts throughout elementary and middle school and less on teaching health.
 - Health concepts are to be reinforced through physical education. More in-depth health related concepts are to be taught by health or science teachers so it does not reduce the physical activity time.
 - Social Development needs to reflect more personal responsibility and goal setting.
 - Social development needs to expand to include emotional health.
 - Due to safety and liability, eliminate Gymnastics from the TEKS, specifically the forward roll, backward roll, higher level gymnastics skills, and gymnastics equipment. Rationale for elimination: (1) too many children have injured their necks because of poor technique on the forward and backward rolls, (2) lack of proper equipment, (3) inability to spot the students during the skills and (4) USA Gymnastics requires all gymnastics instructors and coaches to be safety certified.

- Remove folk dancing and square dancing and replace with “rhythms and dance”. This will allow greater flexibility for current trends, student interest and community interest.
 - A common practice is to combine high school physical education courses. We recommend keeping the physical courses separated.
 - We suggest HS courses be written with the opportunity to have flexible offerings at the local level.
 - The Foundations of Personal Fitness needs to include a basic understanding of “how to” walk into a fitness club with confidence, what questions to ask, and to look like they know what they are doing.
3. Are there specific topics that are missing from the current TEKS? If so, please explain.
- Ball handling skills
 - Dribbling
 - Assessment
 - Motor Skills that facilitate brain development, such as in Brain Gym and Action Based Learning activities
4. Have the correct vocabulary and terminology been used throughout the TEKS?
- Terminology needs to be more progressive when vertically aligned.
 - Focus should be on “physical literacy” and developing motor skills K-12.
5. Is the level of rigor appropriate for each grade level and/or course?
- No, the current TEKS lacks the specificity for rigor.
6. Are the student expectations clear and specific?
- Add more specificity to the TEKS so they are clear, concise and not too wordy.
 - The High Priority Learning and the National Standards need to be the Texas Standard. These standards should be what every learner will need to develop and use throughout their life.
7. Are the TEKS aligned vertically? If not, what gaps should be addressed?
- No, the current TEKS have numerous gaps. The TAHPERD Framework was developed to fill in the gaps using Local TEKS.
 - It would be great for districts to see the vertical alignment K-12 at a glance, on one page, so teachers could see the skill progression from K- HS (similar to the

National Grade Level Outcomes format). This would make it more user friendly for the 21st Century Educator.

- Show carefully planned, intentional, and developmentally appropriate progressions for learning physical education skills, health-related concepts, and social and emotional health concepts. Today in elementary schools, there are too many classroom teachers conducting structured physical activities to meet the law requirement of 225 minutes of physical activity per week. These classroom teachers did not go to college to teach physical education. Consequently, they missed all the Physical Education motor developmental foundation courses work the certified physical education studied that actually prepared us for what is developmentally appropriate and obtainable for each grade level.
8. Can all student expectations reasonably be taught within the amount of time *typically* allotted for the grade level or course?
- Yes, more physical education skills and concepts can be taught if we followed the Physical Education National Standards and the Grade Level Outcomes Model. Then, districts could easily write their curriculums, develop their Scope and Sequence and teachers could easily develop their Lesson Plans and Strategies for each grade level.
9. Are there student expectations that are not essential or unnecessarily duplicative and can be eliminated?
- Yes, see the blue highlights on the following elementary documents:
 - a. Colored Coded Current Physical Education TEKS
 - b. Colored Coded TAHPERD TEKS Framework and Specificity
 - Yes, for example in Kindergarten, the expectations for a normal Kindergarten student in the classroom have changed significantly in the past 20 years.....They know their Body Parts (K.2A)! We need to look at what is developmentally appropriate and current national expectations of a five year old and start meeting their needs!
 - Due to safety and liability, eliminate Gymnastics from the TEKS, specifically the forward roll, backward roll, higher level gymnastics skills, and gymnastics equipment. Too many children have injured their necks because of poor technique, lack of proper equipment and inability of the teachers' to spot the students during the skills. USA Gymnastics requires that all gymnastics instructors and coaches be safety certified.
 - Remove specific outdated references, such as, skin calipers, impedance testing equipment, and Cooper 1.5 mile run.

10. Are the high school course options sufficient and appropriate? If no, what would you recommend adding or removing?

- Increase the flexibility of high school courses for more lifetime recreational activities and lifetime wellness.
- Increase current trend activities in physical education classes, such as yoga, zumba, frisbee golf, etc. These activities can be incorporated under the individual or team sport umbrella or aerobic dance.
- Do we need additional innovative courses or can classes be designed around the existing HS courses?
- The Outdoor Education and various dance classes are very popular and successful. If our culminating goal is lifetime wellness, is it possible a physical education student could receive more than two graduation credits like athletics?

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

- The PE TEKS need a major overhaul both structurally and substance-wise.
- Align the PE TEKS with the National Standards and Grade Level Outcomes.
- The student expectations must have greater specificity, be concise and clear.
- The vertical alignment is essential and should be in a format that any teacher can easily see the progression of skill from grade level to grade level.
- Remove outdated and duplicated TEKS and terminology.