Submitted by Pam Tevis

TEA Guiding Questions- High School

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?

   I think the current TEKS do have logical development. I think there needs to be more Specificity. Teachers need more guidance on what to cover in the TEKs ,and administrators need more of an idea of what to look for during walk-throughs and evaluations. It is difficult for administrators to give meaningful instructional feedback when they are not clear what the student expectations are or what they look like.

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

   I think the current TEKS are appropriate however there should be more of a focus on lifetime fitness regardless of what course students are taking. The focus and expectation should be more on EDUCATION and not activity. High school physical education should be more rigorous where there is evidence of prior learning which can be applied to future learning. It needs to be more project based to ensure rigor.

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

   There should be more of a focus on lifetime fitness and what students can take with them and incorporate in their lives after high school. There needs to be a focus on demonstrating competency in sports skills enough for recreational participation contributing to a physically active lifestyle. Students should be working on fitness plans to carry them throughout their lives. There needs to be some emphasis on what the consequences are for not preparing for a physically active lifestyle.

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

   The terminology and vocabulary are consistent throughout the TEKS. I would have to do further research to see if there are more appropriate vocabulary/terminology to update the language currently being used.

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

Each course should be project based, so students can keep a fitness portfolio to ensure there is rigor and vertical alignment. They would also have more than just a "grade". They would have something that would be useful in discussing the benefits of a physically active lifestyle as it relates to college and career readiness. With a more project- based approach, the focus would be more student centered than teacher driven. The high school courses should be more of a culmination of all the skills students have learned from kindergarten to high school. High school students should be given the opportunity to apply that knowledge to future learning. Especially in

team and individual sports, too much time is being spent on knowledge and skills that should have been learned in previous grades. There is too much time being spent on the activity part of the class instead of focusing on the education part. Students should be evaluated on what they know before they take the class, so their time is spent on learning new information and not doing things they have already learned and mastered.

6. Are the student expectations clear and specific?

   Many of the TEKS throughout all five high school courses lack specificity. There needs to be more "such as" and "including" to help teachers understand more specifically what they should be covering. Teachers need more focus on what they should be assessing. Students need to have a better understanding of what they have "learned" and what they need help with to master the TEKS.

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

   I think the TEKS leading up to the high school courses are aligned to facilitate the success for the high school courses. I do believe there needs to be more goal setting at lower grade levels discussing the benefits of a physical active lifestyle as it relates to college and career productivity. Included should also be the expectation of the importance of participating regularly in self-selected lifetime activities at home and in the local environment. Also needed to be included is the negative consequences of a sedentary lifestyle and the possible long term harmful effects.

8. Can all student expectations reasonably be taught within the amount of time typically allotted for the grade level or course?
   I believe there is enough time to reasonably teach the TEKS at high school since the basics of what students need to know has already been taught in the lower grade levels. The high school courses should be an application of what has been learned in the previous physical education classes. There should be a level of expectation that some of the work needs to be done outside the physical education classroom. The skills students learn should be easily transferred to participating outside the school setting. This should be included in student expectations for each course. They need to know how it fits into the context of a real world setting.

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.

   I don't see that being at issue at the high school since it is much clearer what the expectations are in each course offering. I think the material covered in high school individual/team sports is unnecessarily duplicative since most of the class is a review of what students learned in 6-8 grades. The focus should be more on what activities are going to attract students to engage in lifetime fitness, including adding fitness benefits.

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

    I do believe there is enough of a variety for students to choose from in the current course offerings. However, I feel that Foundations of Personal Fitness should be the one required PE class all students should take. It should require a fitness portfolio which includes journaling, fitness and nutrition information as well as a completed project where they apply all they have learned. They should have enough of a foundation from traditional physical education classes which cover the basic sports skills to have what is necessary to have a physically active lifestyle. In high school physical education, there needs to be more evidence of scaffolding where there is just a review of previous learned information and the high school should build on that. In the team and individual sports there should be only a review of previous sports taught such as football, basketball, volleyball, tennis, badminton, etc. In high school the team and individual sports should include a review of previous sports but should expose students to more nontraditional sports such as rugby, lacrosse, badminton, bowling, croquet, weightlifting, and disc golf. We need to focus on this being physical EDUCATION not physical activity. Students need a more comprehensive introduction into what activities are available to them which might interest them enough to participate for a lifetime. Aerobic Activities should have a focus on fitness, self-management, and the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle as stated in the introduction to the course. The students should have more of a say in what activities are covered in this class to personalize the experience and allow students to be more engaged in the activities. Outdoor education is lacking any focus on social development. Students need to develop positive personal and social skills to work independently and with others in outdoor adventure activities. It essential in this course that there is team building due to the very nature of what is covered. This would be the second course I would recommend after foundations. So much of what is covered is on wilderness survival and it provides skills which would be beneficial in times of natural disasters.

    I think at the high school level it should be more project based and student led. They should be given the opportunity to show what they have learned in previous classes and apply it to new situations. There needs to be evidence of learning not just activity.

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

    I believe adding specificity would be very helpful for students, teachers and instructional leaders. At the high school level there should be more evidence of rigor in performing the TEKS. I think it would also be helpful to include grade level outcomes from SHAPE America. Here are some suggestions for each course:

    (Note: the black is what is currently included and the red is what I added).

Aerobics Activities

AA.2.D identify and analyze correctly the critical elements for successful performance within the context of the activity such as activities being aerobic or anaerobic and the effects of exercise on heart rate.

AA.2.E explain the importance of goal setting in improving skills such as increasing frequency, intensity time and type and maintaining a health-fitness zone.

AA.3.Banalyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition using fitness testing and appropriate technology tools to evaluate, monitor, and improve physical development

AA.3.E develop and participate in a personal fitness program which includes effects of eating and exercise patterns on weight control, self-concept, and physical performance.

AA.3.H(H)creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career setting. S3.H11

AA.5. A evaluate personal skills and set realistic goals for improvement such as demonstrating the ability to monitor and adjust skills to meet personal physical fitness needs;

AA.5.D work cooperatively in a group to achieve personal fitness goals.

AA.5.F design and perform a variety of creative sequences using aerobic exercise steps/movements in practiced sequences with intentional changes in speed, direction, and flow.

AA.5.G identify and follow the rules while participating at various physical fitness facilities and classes, such as health clubs, outdoor recreation facilities, yoga and spin classes.

Foundations of Personal Fitness

FFP.2. C use peer interaction to enhance personal fitness, accept successes and performance limitations of self and others.

FF.3.B describe examples and exercises that may be harmful or unsafe, including structure and function of muscular and skeletal systems as they relate to physical performance.

FF.3.E demonstrate basic first aid procedures as well as basic water rescue procedures

FF.4.D Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion;

FF.4.E describe methods of evaluating health-related fitness such as ~~Cooper's 1.5 mile run test~~ fitness testing including the use of appropriate tools to evaluate, monitor, and improve overall physical fitness;

FF.4. F design, ~~and~~ implement , and evaluate a personal fitness program using F.I.T.T.(frequency, intensity, time and type of exercise) including a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle);

FF.4.H evaluate consumer issues related to physical fitness such as marketing claims promoting fitness products and services in various types of media such as print, television/radio, internet.

Outdoor Education

OE.1.B demonstrate understanding of the rules, skills, and strategies of an activity and can apply them appropriately such as passing the certification tests for archery, angler education, hunter education and boating;

OE.1.C develop an appropriate conditioning program for the selected activity by identifying types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion);

OE.2.A. select and participate in adventure/outdoor education activities that provide for enjoyment and challenge participating on a regular basis in adventure/outdoor activities such as fishing, boating, hunting and camping.;

OE.3.C. establish realistic yet challenging health-related fitness goals such as explaining the importance of goal setting in improving skills such as increasing the number of successful attempts;

OE.4.C show evidence of developing and maintaining health-related fitness such as describing the effects of eating and exercise patterns on weight control, self-concept and physical performance;

OE.4.F design safe and appropriate practices/procedures to improve skill in an activity such as analyzing the risks and safety factors that may affect adventure/outdoor education activities such as proper attire, warm-up/cool-down activities, and environmental conditions,

(5) Social development. The student develops positive personal and social skills needed to work independently and with others in outdoor adventure activities. The student is expected to:

OE.5.A evaluate personal skills and set realistic goals for improvement;

OE.5.B respond to challenges, successes, and failures in physical activities in socially appropriate ways;

OE.5.C accept successes and performance limitations of self and others;

OE.5.D use team work when participating in outdoor adventure activities such as climbing, hiking, canoeing, and kayaking; and

OE.5.E) anticipate potentially dangerous consequences of participating in selected outdoor activities understanding and applying safety practices such as aim and release arrows on cue, etc.

Individual Sports

IS.4. A select and participate in individual sports regularly that provide for enjoyment and challenge highlighting the benefits of a physically active lifestyle;

IS.4.B) analyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition using fitness testing and appropriate technology tools to evaluate, monitor, and improve physical development;

IS.4.C analyze and compare health and fitness benefits derived from participating in selected individual sports both in school and community setting;

IS.4.D establish realistic yet challenging health-related fitness goals for selected individual sports showing evidence of developing and maintaining health related fitness;

IS.4.E explain the interrelatedness between selected individual sports and physiolocial responses to individual levels of fitness and nutritional balance;~~a personal fitness program~~;

IS.4.F identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (i.e., strength, endurance, range of motion). ~~two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance; and~~

IS.4.G explain the effects of eating and exercise patterns on weight control, self-concept, and physical performance

Team Sports

TS.3.A demonstrate the ability to work teammates in team sports.

TS.4.B analyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition using appropriate technology tools to evaluate, monitor, and improve physical development;

TS.4.C) describe the health and fitness benefits derived from participating in selected team sports include benefits of a physically active lifestyle as it relates to college or career productivity;

TS.4.E relates physiological responses to individual levels o fitness and nutritional balance;

TS.5.B identify and apply the health-related fitness principles to outdoor activities;

TS.6.A evaluate risks and safety factors that may affect sport preferences including identifying issues associated with exercising in heat, humidity and cold;

TS.6.B identify and apply rules and procedures that are designed for safe participation in team sports including describing equipment and practices that prevent or reduce injuries;

TS.6.C select and use proper attire that promotes participation and prevents injury;