

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.

No, there is repetitive wording from one grade level to the next. There is a lack of clarity and specificity regarding physical education skills and SEs. As per our recommendations, there should be evidence of scaffolding and spiraling throughout the grade levels. There needs to be a clearer understanding of what mature form looks like for different skills. Performing zero to one, two, three, all four, and all four with fluency of motion helps to define critical elements. There needs to be grade bands such as K-5, 6-8, and HS.

Ex. Mature Pattern for Hop, Gallop, Slide, Skip with fluency of motion

Mature Pattern for Hop

- Body erect with head facing forward
- Take off on one foot and land on the same foot while lifting knee of non-landing leg
- Arms bent with upward motion
- Airborne briefly

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

Yes, using the progression of attempt, demonstrate, apply, and perform are sequenced appropriately. Referring to our earlier recommendations, I would like to see more use of the term developmentally appropriate especially at K-2.

Ex. Developmentally appropriate with emerging outcomes to appear at what specific grade level.

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

When clarity and specificity are lacking in the framework, the level of rigor does not meet grade level expectations.

Ex. Jogging and Running

- K-1 Developmentally appropriate/emerging outcomes first appear in Grade 2.
- 2nd Grade-Runs with a mature pattern. Travels showing differentiation between jogging and sprinting
- 3rd Grade-Travels showing differentiation between sprinting and running.
- 4th Grade- Runs for distance using a mature pattern.
- 5th Grade- Uses appropriate pacing for a variety of running distances

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

As referenced in our recommendations, we asked for there to be an alignment with National Standards and Outcomes.

Ex. Jumping rope uses the term demonstrate across all grade levels for outcomes. There should be progression from grade level to grade level. Attempt, Demonstrate, Perform and Apply to help differentiate student expectations at various grade levels.

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

I do believe there was a better attempt to align the TEKS horizontally and vertically from the work groups. However, when much of the specificity of skills was struck, too much of the same verbiage was repeated over and over among the grade levels.

There are certainly gaps in the strategies and tactics section for Invasion, target, net/wall, fielding, striking, cooperative games. It is repetitive with no differentiation between grade levels. At what grade level do these outcomes first appear?

Ex. Chasing, fleeing, dodging, offensive/defensive strategies and tactics

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?

As long as state requirements for allotted time are strictly enforced, yes. However, as broadly as they are currently written, teachers could easily accomplish all TEKS in a shorter period of time due to lack of specificity and clarity.

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 believe that the Topic of Correlation between food and energy could be collapsed into one and hydration another. Once again, there is too much repetitiveness from grade level to grade level in grades K-2.

- Ex. K- Recognizes that food provides energy for physical activity
- 1st- Differentiates between healthy and unhealthy foods

- 2nd- Recognizes the “good health balance” of good nutrition with physical activity.
- 3rd- Identifies foods that are beneficial for before and after physical activity
- 4th- Discusses the importance of hydration and hydration choices relative to physical activities.
- 5th- Analyzes the impact of food choices relative to physical activity, youth sports and personal health.

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?

Injury prevention only refers to warm-up and cool-down for physical activity. Our recommendations included environmental awareness and safety and how it can lead to disease. There is no mention of awareness programs, functional strength training, stretching, and core stability and dynamic stability exercises of the lower limbs. Also to be included should be physical environment, administrator/teacher responsibilities, and Emergency Action plans.

As important as social emotional health is today, simply listing those characteristics and having the same expectation at every grade level is not acceptable.

Ex. Cooperation

- K- sharing, giving praise to others
- 1st- Listen, share, take turns, compromise

It is not until 4th and 5th grade that we begin to see any differentiation of student outcomes

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

I believe that the social/emotional strand needs to be strengthened with more specific student outcomes. As content advisors, we asked for a greater emphasis to be placed on creative and contemporary forms of dance based on student interest and enjoyment. I do not see a reflection of that recommendation anywhere.

I believe there needs to be a wider variety of games listed for student choice at middle school and a focus on higher level thinking and skills to increase rigor.

The high school courses were titled appropriately and descriptions definitely address the opportunity for student choice and voice. The importance of lifetime wellness has been sufficiently addressed throughout the revision.

I am concerned that Group D's work was never submitted to regional service representatives for review and then forwarded to the Content Advisors for additional feedback. I appreciate the work of those involved in Work Groups A-E,

but feel there is a definite need for further revisions that would reflect the highest level of quality Physical Education for students in the years to come.