

Physical Education Content Standards Review Committee

Claiborne Building | Thomas Jefferson Room 1-136
1201 North Third Street, Baton Rouge, LA

Steering Committee Meeting 1



October 29, 2025

Agenda

- Opening:
 - Call to Order
 - Roll Call
 - Introductions
- Informational Reports:
 - Open Public Meetings and Robert's Rules of Order
 - Physical education content standards review timeline and committee structure
 - Current standards and revision goals
- New Business:
 - New domains in physical education content standards
 - New standard coding format
 - Removal of performance indicators
 - New organization structure



Agenda (cont.)

- Small Group Session: Physical education content standards grade band work groups
- Summary Report: Update from physical education grade band work groups
- Facilitator Report:
 - Upcoming meeting dates
 - Next steps



Opening:

- Call to Order
- Roll Call
- Introductions



Informational Report: Open Public Meetings and Robert's Rules of Order



Meeting Procedures

- **Public meetings:** All meetings will be advertised, will be open to the public, and will be held pursuant to the [Louisiana Open Meetings Law](#).
- **Public comment at meetings:** Public comment will be received during each meeting and prior to any votes. Members of the public may also submit written comments for the record. All public comments must relate to the review and development of standards, not other matters of policy.



Robert's Rules of Order

Robert's Rules of Order is a meeting protocol that provides organization and efficiency to meetings.

- Motions (introducing, amending, substituting)
- Close a debate and vote
- Enforce rules
- Take a break
- Close a meeting

In general, Robert's Rules of Order is used at BESE meetings, all BESE advisory councils, all LDOE advisory groups, and many other meetings of Louisiana public bodies.



Robert's Rules of Order

Guiding Principles:

- Only one item can be discussed at a time, and only one motion may be considered at a time.
- Every motion must be duly seconded to be considered for commission discussion and action.
- Every member has a right to participate in discussion, if so desired, before anyone may speak a second time on a topic.
- Only urgent matters should interrupt a speaker.



Robert's Rules of Order: Motion Reference Sheet

You Want To:	You Say:	Second Needed?	Debate?	Can I Amend?	Vote Needed?
Introduce a motion	I move to (receive/endorse/not endorse/defer, etc.)	Yes	Yes	Yes	Majority
Cancel my motion	I move to rescind my motion	No	No	No	None
Close debate and vote	I move to call the question	Yes	No	No	2/3
Enforce Rules	Point of Order	No	No	No	None
Modify wording of motion	I move to amend the motion by adding/deleting...	Yes	Yes	Yes	Majority
Introduce a substitute motion	I move to introduce a substitute motion	Yes	Yes	Yes	Majority
Take a break	I move to recess for...	Yes	No	Yes	Majority

Quorum and Why It Matters

Steering Committee

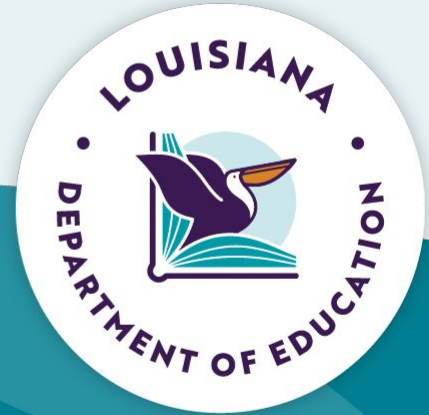
- Quorum: a simple majority of the total membership of the body
- Steering Committee Quorum = 6 members
- Members may designate a proxy to attend a meeting if the member is not available. The proxy may participate in the discussion of agenda items but does not count toward quorum and does not retain voting rights.

Steering Committee Norms

- Come prepared.
 - Review the materials that are provided in the calendar invites.
 - Ensure any next steps from the previous meeting are completed.
- Communicate clearly, openly, and respectfully.
 - Disagree respectfully.
 - Strive for consensus.
- Focus on the action items and goals.
 - Provide strategic direction to ensure that goals are met.
- Work cooperatively.
 - Promote collaboration and communication.



Informational Report: Physical education content standards review timeline and committee structure



History and Context

The Louisiana K-12 physical education standards were last revised in 2017.

BESE policy in [Bulletin 741-Louisiana Handbook for School Administrators](#), §2301 states, “The Louisiana content standards shall be subject to review and revision to maintain rigor and high expectations for teaching and learning. Such review of each content area shall occur at least once every seven years.”

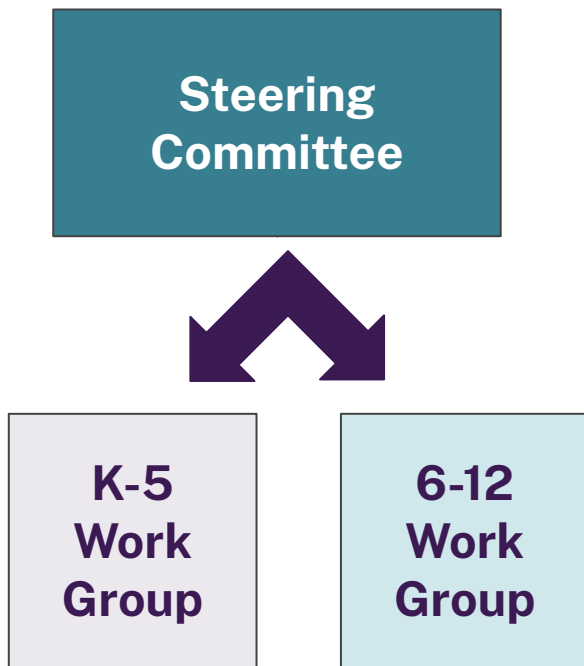


Vision

Louisiana's vision is to develop K–12 physical education standards that promote physical competence and knowledge and lifelong health-enhancing activity. The revised standards will emphasize progressive skill development through grade-span indicators, supporting comprehensive, high-quality instruction for all students. Structured to guide both teaching and learning, these standards aim to make physical education more engaging, effective, and meaningful for every student.



K-12 Physical Education Standards Review: Committee Composition



Steering Committee

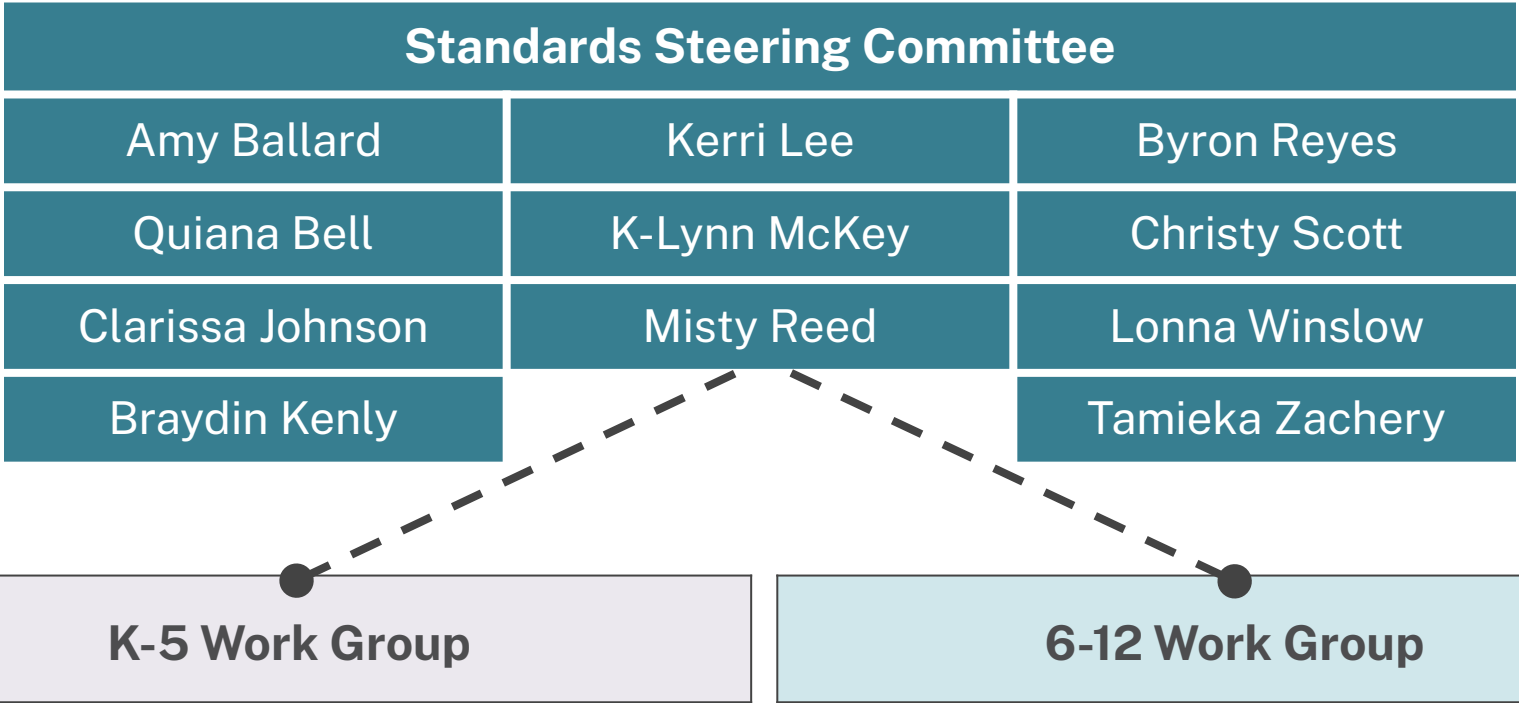
- 11 members
- Guides process and updates
- Votes to send draft to LDOE
- ***Requests that LDOE make final recommendation to BESE***

Grade Band Work Groups

- Review public comments
- Contain members who serve on Steering Committee
- ***Review Standards***



Physical Education Standards Committee Structure



Physical Education Standards Steering Committee

The 11-member steering committee, made up of representatives from both grade band work groups, will guide the process, ensure content updates align with BESE’s goals, and receive and review public comments.

Steering Committee Composition	
K-5 Teachers (2)	School System Supervisor of PE
6-8 Teacher	Higher Ed PE Rep
9-12 Teacher	Governor's Council on Physical Fitness and Sports Rep
Adapted PE Teacher	6-12 Student
Health Organization Rep	Parent/Guardian



K-12 PE Standards Review Work Groups

Grade Band K-5	Grade Band 6-12
3 PE Teachers (K-2)	3 PE Teachers (6-8)
3 PE Teachers (3-5)	3 PE Teachers (9-12)
1 Adapted PE Teacher	1 Adapted PE Teacher
1 System Supervisor of PE	1 System Supervisor of PE
1 Parent/Guardian	1 Parent/Guardian
1 Higher Education PE Professional	1 Higher Education PE Professional
1 Health Organization Representative	1 Health Organization Representative
1 Governor's Council on Physical Fitness Representative	1 Student from Grades 9-12
1 Community Member Representative	1 Community Member Representative

Physical Education Content Standards: Grade Band Work Groups

K-5 Work Group

Sarah Austin	K-Lynn McKey*	Jamie Tanner
Kandis Blakley	Elise Moore	Travis Tolbert
Clarissa Johnson*	Byron Reyes*	Rani Whitfield
Kerri Lee*	Christy Scott*	Tamieka Zachery*
	Jenny Stowell	

6-12 Work Group

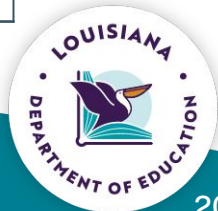
Amy Ballard*	John Cavell	Aaron McDonald
Quiana Bell*	Cedric Ellis	Misty Reed*
Kim Buford	Tornayaa Fletcher	Joey Sturn
Kimberly Bryant	Braydin Kenly*	Lonna Winslow*



*Steering Committee Member

Physical Education Standards Review: Timeline

Month	Goal
June 2025	K-12 physical education standards vision, process, and timeline submitted to BESE for approval.
June 13 - July 31, 2025	Application period open.
October 2025	Committee member recommendations submitted to BESE for approval.
October 2025 - February 2026	Committee convenings occur.
February - March 2026	K-12 physical education standards posted for public comment.
June 2026	Standards presented for BESE consideration.

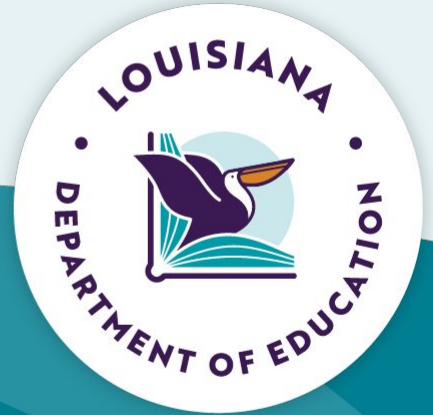


Physical Education Standards Review: Timeline

2025-2026	2026-2027	2027-2028
PE Standards Review and Revision		
	Professional Learning of New Standards	
		Full Implementation



Informational Report: Current standards and revision goals



Standards and Curriculum

Standards tell us what students should know and be able to do.

- They set the end goals or outcomes of instruction.
- They are vertically aligned across grades to ensure consistency.
- Example: Each student will be able to catch in a variety of practice tasks.

Curriculum is how teachers get students to accomplish those goals.

- It is planned interaction of students with instructional content, materials, and processes for evaluating the attainment of educational standards.
- It includes lesson plans, unit design, and teaching strategies.
- Example: Pairs of students toss and catch medium-sized balls underhand from short distances, gradually increasing the distance as accuracy improves.

Current Standards Overview for PE

Five overarching standards are used at every grade level, and each standard identifies a major focus area.

The physically literate individual:

1. Demonstrates competency in a variety of **motor skills and movement patterns**.
2. Applies knowledge of concepts, principles, strategies and tactics related to **movement and performance**.
3. Demonstrates the knowledge and skills to achieve and maintain a **health-enhancing level of physical activity and fitness**.
4. Exhibits **responsible personal and social behavior** that respects self and others.
5. Recognizes the **value of physical activity** for health, enjoyment, challenge, self-expression and/or social interaction.



Challenges with the Current Structure

Grade Clusters:

- Overgeneralize and fail to adequately capture developmental differences.
- Create learning gaps and uneven progression.

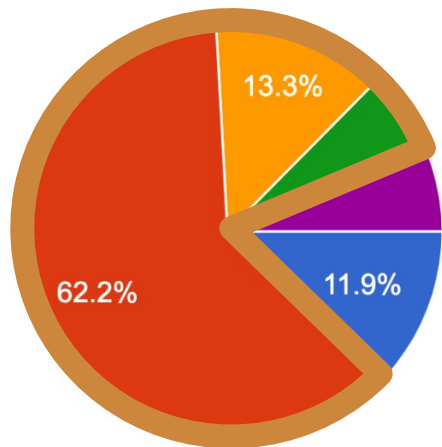
Grade Level Expectations (GLEs):

- Define fixed expectations of knowledge/skills for each grade.
- Fail to account for natural growth, prior knowledge, and varying abilities.

Performance Indicators (Emerging/Maturing/Applying) paired with GLEs:

- Impose rigid benchmarks for each grade.
- Do not reflect authentic developmental milestones.

Effectiveness of Current Standards



● Very effectively – The standards guide meaningful instruction across all grade levels.

● Somewhat effectively – The standards support instruction but lack clarity or progression in certain areas.

● Somewhat ineffectively – The standards do not adequately support the development of physical competence.

● Very ineffectively – The standards fail to support the development of physical competence across grade levels.

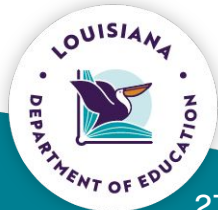
● I do not have enough relevant experience to answer.

81.8% indicated that current standards **lack clarity or progression** in certain areas or **do not adequately support physical competence**.

K-12 Louisiana PE Standards Review Goals

Louisiana is committed to developing K-12 physical education standards that build physical competence and knowledge and promote lifelong healthy activity for all students.

1. Strengthen Foundational Movement Skills
2. Ensure a Developmentally Appropriate Progression
3. Support High-Quality Instruction
4. Integrate Physical Fitness Outcomes



Goal 1: Strengthen Foundational Movement Skills

Strengthen the progression of **foundational movement skills** across grade bands to ensure all students develop the knowledge, skills, and confidence for lifelong physical activity.



Goal 2: Ensure a Developmentally Appropriate Progression

Ensure grade-span indicators reflect a clear, developmentally appropriate progression of motor skills and movement patterns.

Current Approach	Proposed Approach
Expectations are assigned per grade	Expectations are grouped by grade spans (K-1, 2-3, 4-5, 6-8, 9-12)
Focuses on year-by-year benchmarks	Focuses on natural student growth across multiple years
May not fully reflect developmental differences or account for previous ability	Aligned with key developmental milestones

Goal 3: Support High-Quality Instruction

Support high-quality instruction by embedding expectations that address the needs of all learners.

Current Standard	Proposed Update
1.5-2.2 Catch with an implement (e.g., glove, scoop) using the critical elements	Demonstrates catching in a variety of practice tasks

Goal 4: Integrate Physical Fitness Outcomes

Encourage student responsibility and decision-making by:

- Empowering students to take ownership of their physical activity by building competence, confidence, and motivation to engage in movement across diverse settings; and
- Highlighting and strengthening student capacity to engage in physical activity individually and with others, supporting lifelong engagement in active communities.

Proposed Updates

**Well-defined
goals and
developmentally
aligned grade
bands**



**Clear structure
and simple
language**



**Revised standards that
are easy to use, reflect
authentic growth, and
promote lifelong
physical fitness**



Proposed Update

Organize standards into five overarching domains

- Domains act as broad, ongoing areas of focus across K-12 physical education
- Rename “Standards” → “Domains” for clarity

Current Standards:	Proposed Overarching Domains:
1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	1. Motor Skills Development
2. The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.	2. Movement and Fitness Application

Proposed Update

Organize standards into five overarching domains

Current Standards:	Proposed Overarching Domains:
3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	3. Health-Enhancing Physical Activity and Fitness
4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.	4. Personal and Social Responsibility
5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	5. Value of Physical Activity

Proposed Update

Simplify coding

- Current format is cumbersome and not user-friendly
- Proposed update
 - K/1 = grade band
 - D1 = Domain 1
 - S1 = Standard 1

Current Standard Example	Proposed Update
1.K-1.2 Explore locomotor skills of jump, gallop, skip, hop, and leap in a closed environment- Emerging	K/1.D1.S1 Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness.

Proposed Update

Strengthen language

- Replace vague verbs (e.g., “explore”)
- Use measurable, observable language
- Make wording more concise

Current Standard Example	Proposed Update
1.K-1.2 Explore locomotor skills of jump, gallop, skip, hop, and leap in a closed environment- Emerging	K/1.D1.S1 Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness.

Proposed Update

Remove Performance Indicators

- Does not reflect natural student growth
- Misaligned with developmental milestones

Current Standard Example	Proposed Update
<p>Kindergarten: Dribble objects with the hand in a closed or open environment.- Emerging</p> <p>First Grade: Dribble an object with hands and feet in a closed environment through personal and general space.- Maturing</p> <p>Second Grade: Dribble a ball with hands and feet using variations of controlled speed, direction, pathway, and in relationship with objects.- Applying</p>	<p>K/1.D1.S5</p> <p>Demonstrates bouncing a ball in a variety of practice tasks.</p>

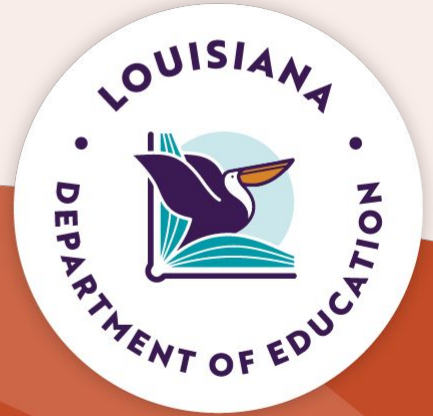
Proposed Update

Reorganize the structure of the standards

- Group by grade bands: K/1, 2/3, 4/5, 6-8, 9-12
- Within each grade band, list domains, then standards
- Easier to read, reference, and implement

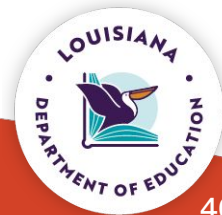
Current Standard Example	Proposed Update
<p>Cluster Level: Grades K-2</p> <ul style="list-style-type: none">● Standard 1<ul style="list-style-type: none">○ Grade: Kindergarten<ul style="list-style-type: none">■ Skill: Locomotor Non-locomotor<ul style="list-style-type: none">● GLE: 1.K-1.1-1.2 Demonstrate walk, run and slide locomotor skills. Explore locomotor skills of jump, gallop, skip, hop and leap in a closed environment.	<p>Grade Band: Kindergarten and First</p> <ul style="list-style-type: none">● Domain 1: Motor Skills Development<ul style="list-style-type: none">○ Standard 1: Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness.

New Business: New domains in physical education content standards



Proposed Overarching Domains

1. Motor Skills Development
2. Movement and Fitness Application
3. Health-Enhancing Physical Activity and Fitness
4. Personal and Social Responsibility
5. Value of Physical Activity



New Business: New standard coding format



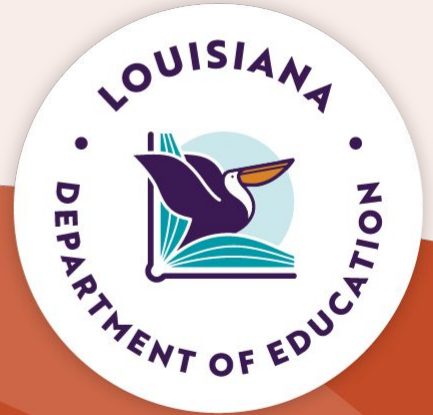
Proposed Simplified Coding

- K/1 = grade band
- D1 = Domain 1
- S1 = Standard 1

Proposed Update (Example)

K/1.D1.S1 Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness.

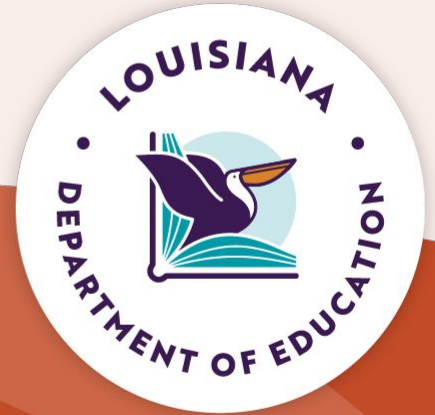
New Business: Removal of performance indicators



Proposed Removal of Performance Standards

Current Structure	Proposed Update
<ul style="list-style-type: none">● E = Emerging - Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.● M = Maturing - Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level expectations, which will continue to be refined with practice.● A = Applying - Students can demonstrate the critical elements of the motor skills and knowledge components of the grade level expectations in a variety of physical activity environments.	<p>Remove the E/M/A performance indicator system, which does not reflect natural student growth or developmental milestones.</p>

New Business: New organization structure



Proposed Update

Reorganize the structure of the standards

- Group by grade bands: K/1, 2/3, 4/5, 6-8, 9-12
- Within each grade band, list domains, then standards

Proposed Update (Example)

Grade Band: Kindergarten and First

- **Domain 1:** Motor Skills Development
 - **Standard 1:** Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness.

Small Group Session: Physical education grade band work groups



Physical Education Work Group Norms

- Come prepared
 - Review the materials that are provided in the calendar invites
 - Ensure any next steps from the previous meeting are completed
- Communicate clearly, openly, and respectfully
 - Disagree respectfully
 - Strive for consensus
- Focus on the action items and goals
 - Ensure discussions are focused on meeting the goals
- Work cooperatively
 - Promote collaboration, cooperation, and communication

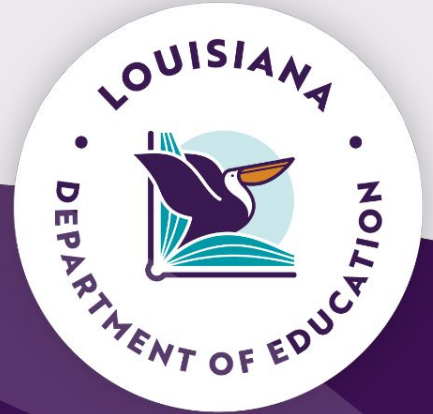


Scope of Meetings

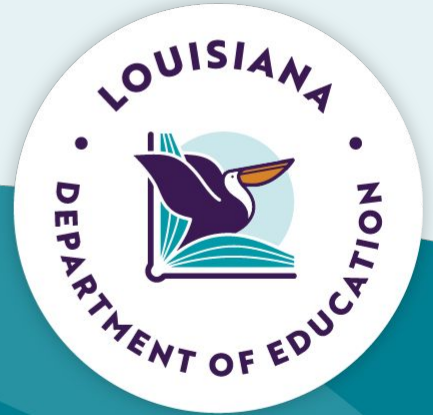
October 29	December 3	January 9	January 30	February 12
Overarching Domains and Domain 1	Domain 2	Domain 3 Domain 4	Domain 5	Review and Endorse the New Standards

Work Group Facilitator for Steering Committee

A member of the steering committee will need to volunteer to help lead their grade band work group and share important updates from that group with the steering committee this afternoon.



Standard Revision Examples



Kindergarten - 1.

Current Standard

1.K-1.1-1.2 Demonstrate walk, run and slide locomotor skills. Explore locomotor skills of jump, gallop, skip, hop and leap in a closed environment.-
Emerging

Proposed Update

K/1.D1.S1 Demonstrates a variety of locomotor skills while changing pathway, direction, and/or effort.

Sixth - Eighth Grade

Current Standard

1.8-9.1 Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games

6 E: serving

7 M: serving

8 A: serving

Proposed Update

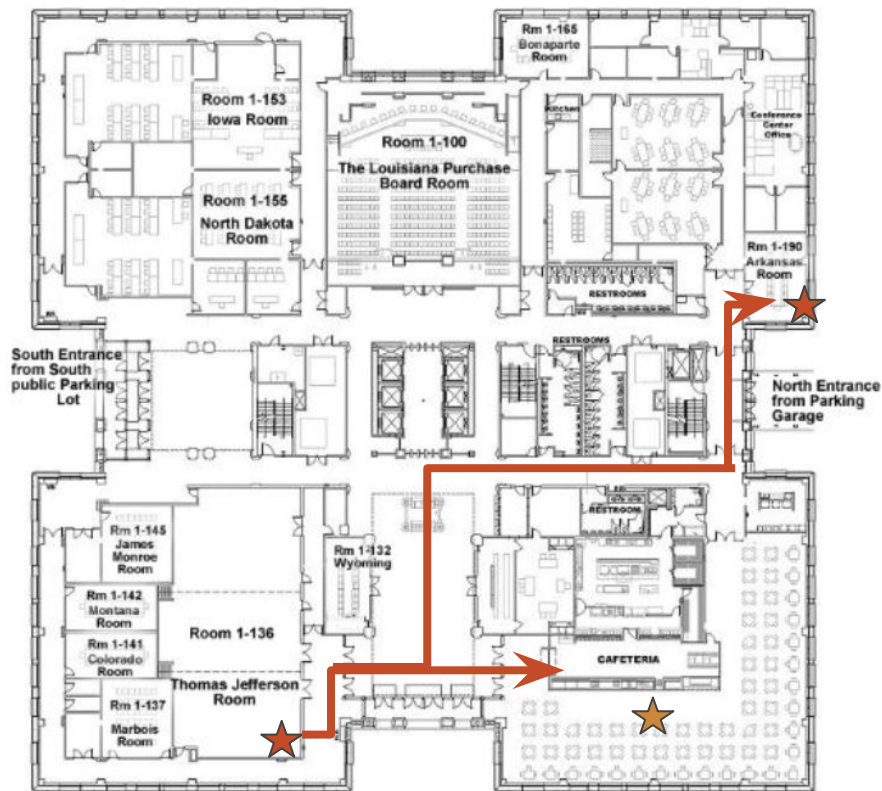
6/8.D1.S9 Serves underhand and overhand using mature form in a variety of practice activities and small-sided games.

Small Group Session:

Physical education content standards grade band work groups



Grade Band Work Group Locations



PE Working Group Locations

K-5

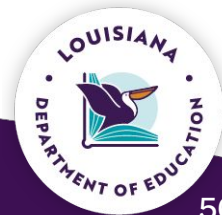
Arkansas 1-190

6-12

Thomas Jefferson A/B
1-136

Steering Committee Stands at Recess

- Grade Band Work Groups will meet from 10:15 a.m. - 2 p.m.
 - 30 minute break for lunch at 11:30 a.m.
- Steering Committee will reconvene in Thomas Jefferson A/B 1-136 at 2:15 p.m.

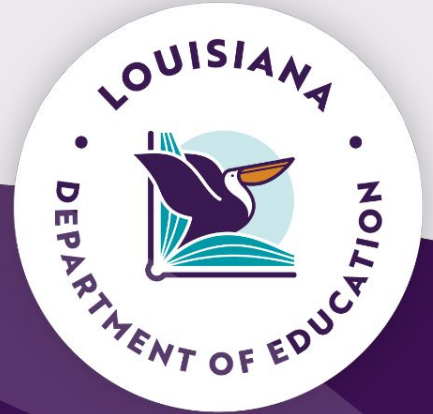


Summary Report: Update from the Physical Education grade band work groups



Facilitator Report:

- Upcoming meeting dates
- Next steps



Upcoming Meeting Dates

Meetings are scheduled to convene in the Claiborne Building in Baton Rouge from 9 a.m. until 3 p.m. on the following dates:

Schedule	Date
Meeting 1	October 29, 2025
Meeting 2	December 3, 2025
Meeting 3	January 9, 2026
Meeting 4	January 30, 2026
Meeting 5	February 12, 2026
Meeting 6 (Tentative)	February 25, 2026

