

**TYLER ISD
OFF-CAMPUS P.E.INSTRCUCTOR
APPLICATION**

Tyler Independent School District Off-Campus Physical Education Activity Schedule and Instructor Agreement

Student's Name:	Last	First	Middle	School
Name of Sponsoring Facility/Agency:			Name of Instructor: (Please print)	

It is my understanding that the above-named student is applying for an off-campus physical education waiver and that the student must participate in a physical education activity, under professional supervision, a minimum of fifteen hours (Category I) or five hours (Category II) each week at one approved agency in order to be eligible for the waiver. At least four (4) of the required hours must be spread over three (3) days falling between Monday through Friday of each week. The above-named student is scheduled to participate in a physical education program meeting this requirement as designated below:

Weekday	Beginning Time	Ending Time	Activity	Hours
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				
SATURDAY				
SUNDAY				

(It is imperative that this schedule be kept current at all times. In case of a change in the schedule, please notify the student's grade-level counselor and OCPE Coordinator/AD at 903-262-3079.)

As a professional instructor, I am aware of the emphasis on program objectives, grading based on performance and attendance established by public education, and the requirements of the Tyler Independent School District. I understand the problems inherent in a program such as Off-Campus Physical Education and the importance of maintaining program integrity. Therefore, as the program instructor, I agree to support and abide by the following standards:

1. I will adhere to the district's weekly time requirements as determined by the schedule designated above and notify appropriate personnel of any changes in the schedule.
 - Category I - The student must participate in his/her activity, under professional supervision, a minimum of fifteen (15) hours each week at one agency.
 - Category II - The student must participate in his/her activity, and be supervised by one appropriately trained instructor, a minimum of (5) hours each week at one agency.
2. I will expect the student to participate in the activity on a regularly scheduled basis.
3. I will keep an accurate record of the student's attendance and contact the campus counselor if the student's attendance becomes irregular.
4. I will forward a grade recommendation based on student performance to the counselor one week prior to the end of each six-week grading period on the form provided by the District. (The grade will be designated as "Pass/Fail.") Absences for each six-week grading period will be included on the grade report. Irregular attendance or withdrawal from the program will be reported to the appropriate District personnel in a timely manner.
5. I will submit a written outline of program objectives and activities when requested.

I understand that the Tyler Independent School District is accountable for the participation of each student in Off-Campus Physical Education programs and that the student's failure to meet the requirements may result in the District revoking the student's PE waiver. I will make every effort to cooperate with the District in their accounting procedures.

Signature of Instructor	Date
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Guidelines for Off-Campus PE Program

(Please give to Instructor)

For a student to receive P.E. Substitute Credit for participating in your training program the following must be submitted to the TISD Off-Campus PE Coordinator:

1. A letter on Business Letterhead stating: (if new agency)
 1. The purpose of the program.
 2. A description of the type and intensity of the program
 3. The levels of competition involved
 4. A typical weekly schedule for training and competition
 5. Please list the qualifications of the instructor. (*For Category I – instructors are to be professionally trained and of exceptional quality. For Category II – instructors are to be of high quality and appropriately trained.*)
 6. As the qualified professional instructor, are you willing to strongly recommend that this student possesses the skill/talent to compete at the “Olympic/National level”?
 7. Other pertinent information to include:
Name, address, email address, phone number of trainer and training facility.
2. A signed Instructor agreement form accepting responsibility for the grading procedure.
3. A grade report (Pass/Fail) for each grading period. This must be submitted to the campus counselor for placement on the student’s report card.
 - If the grade is not reported, the student will be given an “I” for incomplete work.
 - If the grade is not reported in a timely manner, the student will be denied the opportunity to participate in the program.
4. An activity log verifying that you monitored the activity (due on specific dates). The log is to be maintained by the student. It should reflect:
 - A log of training, practice, tournament play or activity participation for each week.
 - Time, location, and length of training
 - Absences
 - Signatures from student and instructor.

For further information please contact Greg Priest, Off-Campus PE Director/AD.

Greg Priest
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903-262-3079

TEKS for Physical Education: (FOR PROVIDER)

§116.55. Individual Sports (One-Half Credit).

(a) General requirements. The recommended prerequisite for this course is Foundations of Personal Fitness.

(b) Introduction.

(1) In Physical Education, students acquire movement knowledge and skills that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

(2) Students in Individual Sports are expected to participate in a wide range of individual sports that can be pursued for a lifetime. The continued development of health-related fitness and the selection of individual sport activities that are enjoyable is a major objective of this course.

(c) Knowledge and skills.

(1) **Movement.** The student develops the ability to participate confidently in individual sports. The student is expected to:

(A) consistently perform skills and strategies and follow rules at a basic level of competency.

(2) **Movement.** The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

(A) use internal and external information to modify movement during performance;

(B) describe appropriate practice procedures to improve skill and strategy in a sport;

(C) develop an appropriate conditioning program for the selected sport;
and

(D) identify correctly the critical elements for successful performance of a sport skill.

(3) **Social development.** The student understands the basic components such as strategies, protocol, and rules of individual sports. The student is expected to:

(A) acknowledge good play from an opponent during competition;

(B) accept the roles and decisions of officials;

(C) demonstrate officiating techniques; and

(D) research and describe the historical development of an individual sport.

TEKS for Physical Education: (FOR PROVIDER)

(4) Physical activity and health. The student exhibits a physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge during individual sports. The student is expected to:

- (A) select and participate in individual sports that provide for enjoyment and challenge;
- (B) analyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition;
- (C) analyze and compare health and fitness benefits derived from participating in selected individual sports;
- (D) establish realistic yet challenging health-related fitness goals for selected individual sports;
- (E) explain the interrelatedness between selected individual sports and a personal fitness program;
- (F) describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardio respiratory endurance; and
- (G) explain the effects of substance abuse on personal health and performance in physical activity such as side effects of steroid use.

(5) Physical activity and health. The student understands and applies safety practices associated with individual sports. The student is expected to:

- (A) evaluate risks and safety factors that may affect individual sport preferences;
- (B) identify and follow safety procedures when participating in individual sports; and
- (C) describe equipment and practices that prevent or reduce injuries.

(6) Social development. The student develops positive personal and social skills needed to work independently and with others in individual sports. The student is expected to:

- (A) evaluate personal skills and set realistic goals for improvement;
- (B) respond to challenges, successes, and failures in physical activities in socially appropriate ways;
- (C) accept successes and performance limitations of self and others;
- (D) anticipate potentially dangerous consequences of participating in selected individual sports; and
- (E) demonstrate responsible behavior in individual sports such as playing by the rules, accepting lack of skill in others.

Source: The provisions of this §116.55 adopted to be effective September 1, 1998, 22 TexReg 7759.

TEKS for Physical Education: (FOR PROVIDER)

§116.56. Team Sports (One-Half Credit).

(a) General requirements. The recommended prerequisite for this course is Foundations of Personal Fitness.

(b) Introduction.

(1) In Physical Education, students acquire 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. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

(2) Students enrolled in Team Sports are expected to develop health-related fitness and an appreciation for team work and fair play. Like the other high school physical education courses, Team Sports is less concerned with the acquisition of physical fitness during the course than reinforcing the concept of incorporating physical activity into a lifestyle beyond high school.

(c) Knowledge and skills.

(1) **Movement skills.**

(A) demonstrate consistency using all the basic offensive skills of a sport while participating.

(B) demonstrate consistency using all the basic defensive skills of a sport while participating.

(2) **Movement skills.** The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

(A) use internal and external information to modify movement during performance;

(B) describe appropriate practice procedures to improve skill and strategy in an activity;

(C) develop an appropriate conditioning program for the selected activity;

(D) identify correctly the critical elements for successful performance within the context of the activity; and

(E) recognize that improvement is possible with appropriate practice.

(3) **Social development.** The student understands the basic components such as strategies, protocol, and rules of structured physical activities. The student is expected to:

(A) acknowledge good play from an opponent during competition;

(B) accept the roles and decisions of officials;

(C) demonstrate officiating techniques; and

(D) research and describe the historical development of an individual sport.

TEKS for Physical Education: (FOR PROVIDER)

(4) Physical activity and health. The student exhibits a physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge through team sports. The student is expected to:

- (A) select and participate in individual sports that provide for enjoyment and challenge;
- (B) analyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition;
- (C) describe the health and fitness benefits derived from participating in selected team sports; (D) establish realistic yet challenging health-related fitness goals;
- (E) develop and participate in a personal fitness program that has the potential to provide identified goals; and
- (F) describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardio respiratory endurance.

(5) Physical activity and health. The student knows the implications and benefits from being involved in daily physical activity. The student is expected to:

- (A) discuss training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardio respiratory endurance;
- (B) explain the effects of eating and exercise patterns on weight control, self-concept, and physical performance; and
- (C) explain the effects of substance abuse on personal health and performance in physical activity.

(6) Physical activity and health. The student understands and applies safety practices associated with team sports. The student is expected to:

- (A) evaluate risks and safety factors that may affect sport preferences;
- (B) identify and apply rules and procedures that are designed for safe participation in team sports; (C) identify team sports that achieve health-related fitness goals in both school and community settings; and
- (D) participate regularly in team sports.

(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in team sports. The student is expected to:

- (A) evaluate personal skills and set realistic goals for improvement;
- (B) respond to challenges, successes, and failures in physical activities in socially appropriate ways; (C) accept successes and performance limitations of self and others and exhibit appropriate behavior/responses;
- (D) anticipate potentially dangerous consequences of participating in selected team sports; and
- (E) display appropriate etiquette while participating in a sport.

Source: The provisions of this §116.56 adopted to be effective September 1, 1998, 22 TexReg 7759.