

**PHYSICAL EDUCATION TEKS REVIEW: GUIDING QUESTIONS**

Questions	Comments	Suggestions
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?	<ul style="list-style-type: none"> <li>No, when aligning vertically, there are a number of gaps that does not allow for spiraling the concepts and sequential development.</li> <li>School district develop curriculum with the desire to ensure alignment across grade levels</li> </ul>	<ul style="list-style-type: none"> <li>Follow and align with the National Physical Education Standards</li> <li>The alignment would be helpful for schools/districts</li> <li>Provide more specificity, keeping in mind that a number of professionals teaching physical education are coming from different backgrounds</li> </ul>
Are there topics that should be eliminated and/or no longer reflect current research or practices within the field? If so, please identify.	<ul style="list-style-type: none"> <li>More of a focus on physical activity, health/wellness, promoting healthy lifestyles.</li> <li>Liability, safety, training and budget issues related to physical education teachers providing instruction in gymnastics (special knowledge and skills required)</li> </ul>	<ul style="list-style-type: none"> <li>Take a closer look at the high school courses (Team/Individual Sports) Should be able to see a difference in the 2 courses</li> <li>Expand more focus and/or specificity for Outdoor Adventure Education</li> <li>Remove reference to gymnastic skill such as fwd/bwd rolls as well as higher level skills and equipment</li> <li>Remove reference to specific fitness technology/measurement strategies</li> </ul>
Are there specific topics that are missing from the current TEKS? If so, please explain.	<ul style="list-style-type: none"> <li>Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Districts struggle with assessment when the SEs are not clear and with specificity. Can assessment strategies be included?</li> </ul>
Have the correct vocabulary and terminology been used throughout the TEKS?	<ul style="list-style-type: none"> <li>Terminology needs to be updated to meet current trends (including more technology); terms such as physical literacy, social emotional,</li> </ul>	<ul style="list-style-type: none"> <li>Refer to research from CDC/ASCD regarding the whole child during the revision process.</li> <li>CDC's youth risk behavior data, school health profiles</li> </ul>
Is the level of rigor appropriate for each grade level and/or course?	<ul style="list-style-type: none"> <li>Lacks the rigor. Districts have had to include the rigor when developing curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Providing more specificity may enhance the rigor</li> </ul>
Are the student expectations clear and specific?	<ul style="list-style-type: none"> <li>More specificity needs to be included. This helps teachers to have a clear understand of SEs in order to effectively plan and deliver quality instructional programs</li> </ul>	<ul style="list-style-type: none"> <li>Help the schools and districts! Aligning Texas TEKS to the National Standards is critical.</li> </ul>
Are the TEKS aligned vertically? If not, what gaps should be addressed?	<ul style="list-style-type: none"> <li>In the current format, it is difficult to see the alignment.</li> <li>Most school district had to align the TEKS during the curriculum development process</li> </ul>	<ul style="list-style-type: none"> <li>Making the TEKS/SEs more user friendly, relevant and easy to understand.</li> </ul>
Can all student expectations reasonably be taught within the amount of time typically allotted for the grade level or course?	<ul style="list-style-type: none"> <li>Yes, many districts have identified how to bundle SEs that are clearly linked and/or with the same focus/topics</li> </ul>	<ul style="list-style-type: none"> <li>Making the TEKS/SEs more user friendly, relevant and easy to understand.</li> </ul>
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.	<ul style="list-style-type: none"> <li>I think as the terminology is updated to meet current trends; it may eliminate the duplication.</li> </ul>	<ul style="list-style-type: none"> <li>Again, look at the current research and trends</li> </ul>
Are the high school course options sufficient an appropriate? If not, what would you recommend adding or removing?	<ul style="list-style-type: none"> <li>District utilize high school courses in different ways, not sure it is in the best interest, relevant and meaningful for the students.</li> </ul>	<ul style="list-style-type: none"> <li>Allow for some flexibility, more offerings. Students will take courses if it is presented in a way that captures their interest and show how it is beneficial to their health and well-being</li> </ul>
What other suggestions do you have for ways in which the physical education TEKS can be improved?	<ul style="list-style-type: none"> <li>The major suggestion is to align with the National Standards. Districts are making the decision to include this type of alignment. How can TEA assist with this task?</li> <li>The more specificity the easier it will be for teachers to develop lesson plans and create instructional programs worthy of Texas students!!</li> </ul>	<ul style="list-style-type: none"> <li>Is the charge to completely revise the Physical Education TEKS? If not, how can the TEKS be revised in a way that is most helpful to districts.</li> </ul>