

**PHYSICAL EDUCATION TEKS REVIEW: GUIDING QUESTIONS**

Questions	Comments	Suggestions
<p>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.</p>	<ul style="list-style-type: none"> <li>No, sporadic evidence aligning vertically, sequential developmentally spiraling throughout the documents.</li> <li>There are several repetitive SEs noted in grades K-8 that does not allow for scaffolding and spiraling the concepts and development.</li> <li>Repetitive SEs for each grade level is not a demonstration of rigor. How does a teacher determine specificity for lesson planning?</li> <li>Lack of clear SEs and alignment to the National Standards.</li> <li>School districts depend on a guiding document to develop curriculum with the desire to ensure alignment across grade levels.</li> <li>Not sure that this document could be used by professional from different backgrounds teaching Physical Education.</li> <li>Recommended High School courses look good and captures a focus on personal fitness/wellness for life.</li> </ul>	<ul style="list-style-type: none"> <li>Revisit the repetitive SEs in the K-8 document.</li> <li>Provide more specificity, keeping in mind that several professionals teaching physical education are coming from different backgrounds, they need more guidance.</li> </ul>
<p>2. Have the correct vocabulary and terminology been used throughout the TEKS?</p>	<ul style="list-style-type: none"> <li>Yes, vocabulary and terminology were used to meet current trends.</li> <li>Sample of negative language: page 17-Grades 5-8 Conflict Resolution: demonstrate effective communication to enhance healthy interactions when settling disagreements.</li> </ul>	<ul style="list-style-type: none"> <li>Language from a positive perspective.</li> <li>Conflict resolution and problem solving is so closely related and would be ok to consolidate</li> <li></li> <li></li> </ul>
<p>3. Is the level of rigor appropriate for each grade level?</p>	<ul style="list-style-type: none"> <li>Lacks the rigor. Difficult to obtain rigor when specificity, alignment of spiraling SEs are limited and not clear.</li> </ul>	<ul style="list-style-type: none"> <li>Providing more specificity to show rigor throughout the grade levels.</li> </ul>
<p>4. Are the student expectations (SEs) clear and specific?</p>	<ul style="list-style-type: none"> <li>No, found them to be overly broad.</li> <li>Not clear and specific enough to determine developmentally appropriate SEs.</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen grades 6-8 to show more age appropriate development. This grade level development is critical as it should show a progression the leads into high school.</li> </ul>
<p>5. Are the TEKS aligned horizontally and vertically? If not, what gaps should be addressed?</p>	<ul style="list-style-type: none"> <li>The alignment format was easy to follow.</li> <li>Gaps were created by the duplication of SEs throughout the grade levels. Does allow for specificity per grade.</li> </ul>	<ul style="list-style-type: none"> <li>Help the schools and districts! Aligning Texas TEKS to the National Standards is critical.</li> <li>Most school district and teachers align the TEKS during the curriculum development process and lesson planning, the availability of this format makes it easier.</li> </ul>
<p>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?</p>	<ul style="list-style-type: none"> <li>With planning and adherence to the state requirements regarding time allotment, yes, the SEs can be reasonably meet.</li> </ul>	<ul style="list-style-type: none"> <li></li> <li></li> </ul>
<p>7. Is there any unnecessary duplication of standards or concepts? Are there student expectations that can be eliminated in order to streamline the standards?</p>	<ul style="list-style-type: none"> <li>Yes, there are too many SEs that are duplicated throughout the K-8 document.</li> <li>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>
<p>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?</p>	<ul style="list-style-type: none"> <li>There needs to be clear differentiation between K-8 grades to show a clear alignment and age appropriate development.</li> <li>Again, overwhelming examples of duplication of SEs throughout the document.</li> </ul>	<ul style="list-style-type: none"> <li>Stronger SEs that demonstrate the importance of Physical Education being an integral part developing the Whole Child</li> </ul>
<p>9. Do you have any other suggestions for ways in which the physical education TEKS can be improved?</p>	<ul style="list-style-type: none"> <li>The social emotional strands can be condensed and consolidated to eliminate duplication of thought.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>