Fort Worth
INDEPENDENT SCHOOL DISTRICT
Health and Physical Education

T-TESS DOMAINS IN PHYSICAL EDUCATION

Dimension	Teaching Actions	Instructional Episode
Planning 1.1 Standards and Alignment *The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards, and are appropriate for diverse learners.*	• Utilizes the FWISD PE lesson planning template aligned to FWISD framework • LP includes the instructional episodes and appropriate sequencing: Instant Activity (ASAP), Fitness Focus, Motor Skill Development, Application of Learning Activity, Closure/Cool Down • Plans include specific LP components aligned to evidence-based instruction and are provided appropriate instructional time to support student learning: teaching in all 4 learning domains (psychomotor, cognitive, affective, social and emotional learning), cues, intentional design, instruction, and demonstration, checks for understanding and learning • On target with FWISD PE Scope and Sequence/Unit Guides • Includes Standards-Based Learning Targets (TEKS/National Standards) • Aligned, sequenced, meaningful goals and objectives in all 4 learning domains, language target and asset building are included • Technology planned for effective use to supplement high-quality teacher instruction	**Pre-Instruction**
Planning 1.2 Data and Assessment *The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.*	• Planning includes checks for understanding through a variety of student-engagement questioning/demonstration activities • Planning includes formal and informal assessment in all learning domains: observation chart, peer-to-peer observation, skills assessment, exit tickets, self-check, etc. • Teacher utilizes data from assessments to plan for, reteach, monitor student progress, and reflect on pedagogical practice • Teacher communicates and engages with student, parents, colleagues in order to meet comprehensive student, teacher, campus goals.	**Pre-Instruction**
Planning 1.3 Knowledge of Students	• Teacher plans for learning connections to previous learning, experiences, interests, and future: example why and how skills connect to future physical activity participation, reducing illness, longevity, etc.	**Pre-Instruction**

Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development, and achievement for all students.	• Teacher plans for student guidance and connections: example, can you think of a similar strategy we used during _____ that might work or not work for this activity? • Teacher plans for student to utilize individual learning patterns: example; individual self-check learning opportunities, modification of activities, partner and small group activities, self-pacing, choice of how to participate, culture of cooperation, respect, and kindness exists	
Planning 1.4 **Activities** *The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement.*	• Teacher plans for student voice/questions and/or proposed questions to group that generate higher-order thinking: example "Why do you think stepping is involved with most physical movements (stepping to throw, stepping to strike, stepping to jump). Teacher uses why, explain, describe, analyze, evaluate, create versus WHAT questions. • Teacher groups effectively based on needs of students during skill-building instruction, and groups on equity/diversity during skill application and practice. Teacher varies student opportunities to lead and work with others in an equitable and diverse manner. Genders are not separated; the class is a cooperative and respectful environment. • Teacher plans for students to set learning goals: effectiveness and efficiency, utilizes community goals versus competitive goal setting between individuals/groups. Students own personal skill, fitness, cognitive, physical activity goals and reflect on personal achievement and adjustment. • Teacher plans for the use of equipment to effectively and efficiently meet instructional goals. Modifications, choice, individual ownership is included in plans. Example: walk or jog, option 1 or option 2, exercise modifications, re-entry task choices, full-body push-up or modified push-up. Teacher scaffolds acquisition of skills to next level challenges and lesson extensions.	**Pre-Instruction**
Instruction 2.1 **Achieving Expectations** *The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.*	• Students are engaged from the get-go in psychomotor, cognitive, affective, and social-emotional learning. Groups and games are small-sided to maintain all students engaged and learning. No waiting turns, students Re-enter activities and games with re-entry task during elimination games. Relays (2-3 MAX) • Students are engaged in Moderate-to Vigorous physical activity for at least 50% of the class time. • Students have multiple opportunity and lesson extensions to acquire and demonstrate learning: skill extensions, skill challenges, skill sequence, scaffolding of skills: example distance changes, time/speed changes, combination of skills such as catch-pivot-fake-dribble or single-bounce-double bounce-crisscross-ski jump • Students adjust based on feedback, questioning strategies, physical picture charts/self-check forms	**Instruction**

	• Students monitor goals and progress through PE notebook, journal, etc.	
Instruction 2.2 **Content Knowledge and Expertise** *The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.*	• Display content and specialized content knowledge through: task extension, drill design maintaining student learning and engagement, task refinement, demonstration and modeling. Example: teacher demonstrates starting and advance levels of skills, has knowledge and ability to show students to modify for acquisition and advancement. Teacher includes strategy and tactics of activity for learners to gain full learning opportunity for application of skills and transfer of skills • Integrates learning objectives w/other disciplines and real-world experiences through: providing the whys, connections to science • Teacher utilizes the higher-order in all domains; psychomotor, cognitive, and affective domains to reach higher levels of learning. (see charts) • Sequencing and scaffolding: shadow practice, part-to-whole instruction, whole-to-part instruction: Provide/Teach Task (Demo)-Extend Task-Refine Task-Assess Task	Instruction
Instruction 2.3 **Communication** *The teacher clearly and accurately communicates to support persistence, deeper learning, and effective effort.*	• Routines and systems support positive communication and safe practices to support student learning: teacher manages time, people, space, and equipment using start and stop signals, home positions for equipment, safe student interactions (example tagging on shoulder, safety of student privacy). • Utilizes questioning strategies and wonderings to promote student engagement, problem-solving, and learning. Facilitates learning by engaging in different teaching styles on teaching spectrum. Allows peer-to-peer engagement to respond to questions and provides wait and think time for student response. Skillfully listens to extend student thought and action. • Provides clear, short, and accurate explanations to engage students in learning	Instruction
Instruction 2.4 **Differentiation** *The teacher differentiates instruction, aligning methods and techniques to diverse student needs.*	• Adapts lessons by providing choice and modification so that all students have the opportunity to learn from simple to more complex. Is inclusive of all bodies and talents. • Monitors through consistent and constant movement around the teaching space providing corrective and specific feedback. • Differentiates instruction through use of words, picture, video, demonstration and re-teaches to support student acquisition of learning.	Instruction
Instruction 2.5 **Monitor and Adjust** *The teacher formally and informally collects, analyzes and uses student progress data and*	• Utilizes movement, observation, expertise to monitor and adjust instruction and student learning. Pacing is used to move students appropriately to next level and extension of tasks. • Students are engaged and learning; students are enthused and participatory. • Utilizes discreet and explicit checks for learning in all domains: example can demonstrate, can explain, can show value and motivation	Instruction

makes needed lesson adjustments.		
Learning Environment 3.1 **Classroom Environment, Routines, and Procedures** *The teacher organizes a safe, accessible, and efficient classroom.*	• Routines: activity from get-go, equipment retrieval systems, transitions include movement, home positions are utilized, Stop/Start/Freeze signals are used effectively, students manage equipment, space, and self. Systems support on-task and positive behavior. • Safe and intentional lesson design maintains smooth transitions, engagement by all, high-level learning: example group numbers are used smoothly to transition from what episode to the next. Such partners pair with other partners to make a group of 4. Students are active, engaged, and learning because they want to.	Instruction
Learning Environment 3.2 **Managing Student Behavior** *The teacher establishes, communicates and maintains clear expectations for student behavior.*	• Uses with-it-ness, movement, and observation to support student learning and engagement: examples: class is confused, class is stopped and re-teach begins, student is misbehaving-the student is addressed without interrupting rest of the class from learning • teacher uses effective management and behavior plan/strategies to maintain a positive and productive learning-focused environment. • Systems are in place for manage equipment, space, time, and people effectively	Instruction
Learning Environment 3.3 **Classroom Culture** *The teacher leads a mutually respectful and collaborative class of actively engaged learners.*	• Students and teacher take ownership of behavior and choices through fair accountability practices, consistency, and positive professionalism. Students are recognized appropriately for meeting learning goals and class expectations. Teacher balances disciplinary parent communication with positive parent communication. • Students understand expectations and systems in place and are empowered by ownership of learning environment; students participated in classroom culture expectations and rules. • Teacher knows their students and takes time to connect on a professional and respectful manner: calls students by name, greets students at door, recognizes, treats with love and respect • Students know one another and participate and engage with whole community taking ownership of learning and positive class climate.	Instruction
Professional Practices and Responsibilities 4.1 **Professional Demeanor and Ethics** *The teacher meets district expectations for attendance,*	• Physical Education Attire: Teachers should be dressed like a professional physical education teacher; not like they are going to work out at the gym. Appropriate length shorts, NO yoga pants unless they are teaching yoga and then should wear appropriate clothes after. Sharp looking, clean T/Polo/warm-ups/clean shoes/school colors	Pre-Post-During Instruction

professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.		
Professional Practices and Responsibilities 4.2 Goal Setting *The teacher reflects on his/her practice.*	• Analysis of student learning; where does the teacher show students have learned? • Does the teacher utilize What, So What, Now What: simple documentation can support teacher growth. • Does the teacher document changes in their pedagogical practice based on reflection, feedback, peer observation, district observation and feedback, supervisor feedback	**During and Post Instruction**
Professional Practices and Responsibilities 4.3 Professional Development *The teacher enhances the professional community.*	• Opportunities to attend PD and lead PD for peers exist at district level • Opportunities for teachers to participate in professional organizations exist • Opportunities for teachers to participate in curriculum writing, conference planning, and other exist at district level	**Pre/Post Instruction**
Professional Practices and Responsibilities 4.4 School Community Involvement *The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.*	• Local Wellness Coordinating provides opportunity for teacher to engage in whole school/community leadership and involvement • Providing after and before school physical activity opportunities for parents, students, teachers • Participates in campus leadership groups	**Pre/Post Instruction**

Fort Worth
INDEPENDENT SCHOOL DISTRICT
Health and Physical Education