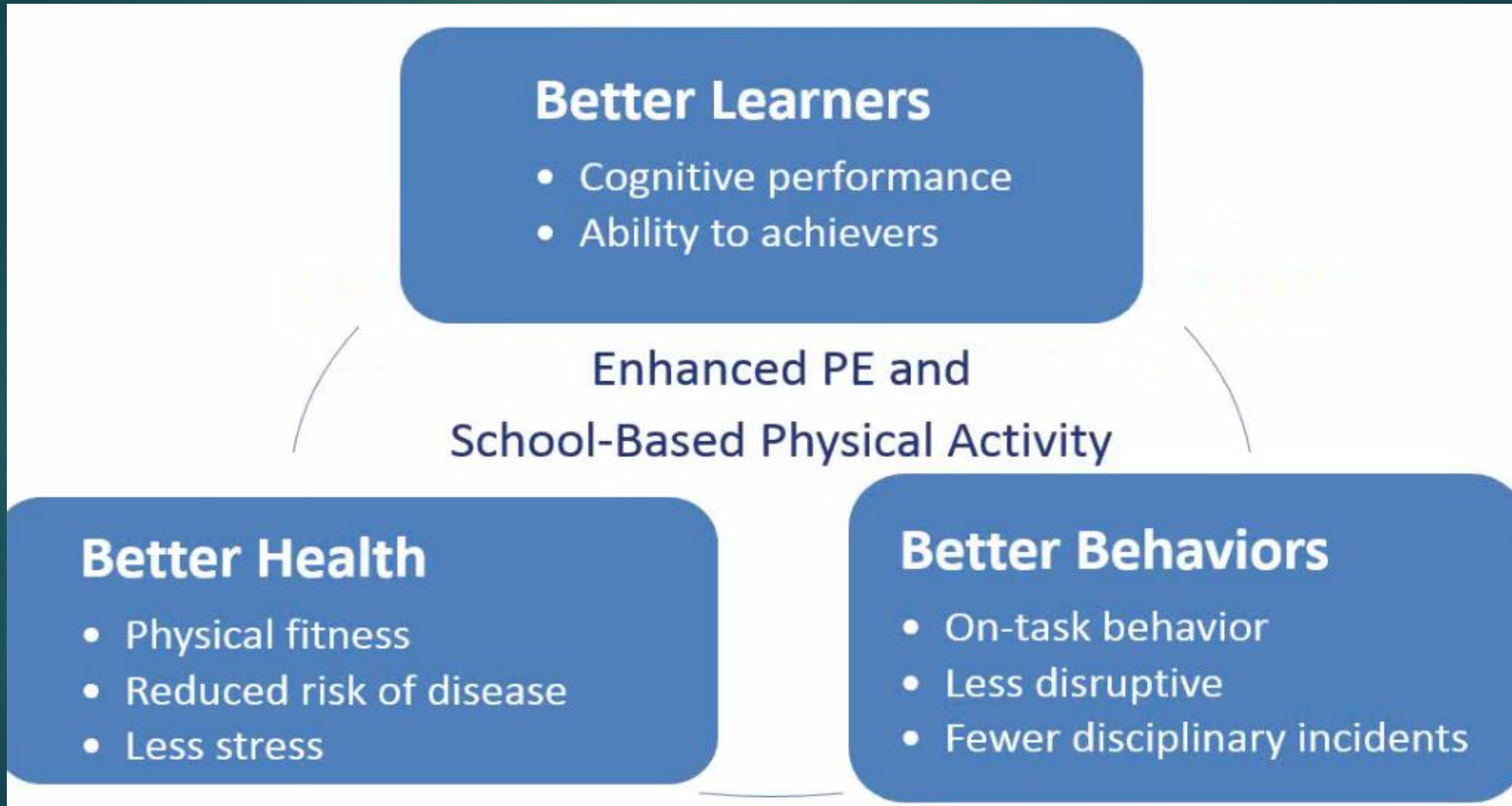


Enhanced P.E. in Illinois

Lead, Focus, Connect
Conference
June 21, 2016



Why Enhanced P.E.?



Background: Enhanced P.E. in IL

- ▶ IL Enhanced P.E. Task Force (2011-12)
 - ▶ Law – N/A / voluntary group
 - ▶ Task – create strategic plan to promote and implement enhanced PE programs in IL
- ▶ IL Enhance P.E. Task Force (2012-13)
 - ▶ Law – P.A. 97-1102
 - ▶ Task – update Physical Development & Health ILS



Physical Development and Health

REVISED ILLINOIS LEARNING STANDARDS

PATRICK DURLEY, ROE #53

Summary of Revisions

State Learning Standard	Why Important/What is Accomplished	Revisions
Goal 19 – Movement Skills	<ul style="list-style-type: none"> Build competency in a wide range of movement/motor skills. Learn to follow rules At higher levels, learn how to maintain health & fitness as individuals and members of teams 	<ul style="list-style-type: none"> Added participating daily in MVPA Added effect of movement on brain Added S-E learning standard on self-officiating
Goal 20 – Physical Fitness	<ul style="list-style-type: none"> Learn to use FITT (frequency, intensity, time and type) training principles to achieve personal fitness goals. Understand and apply the concepts of health-related and skill-related components of fitness to develop lifelong understanding and good habits for overall health and fitness 	<ul style="list-style-type: none"> Added skill-related components of fitness in (was just health-related before) Added relationship to fitness and academic performance
Goal 21 – Teamwork	<ul style="list-style-type: none"> Use teamwork and cooperative skills to work effectively with others, set individual and group goals, solve problems, and enhance the quality of interpersonal relationships 	<ul style="list-style-type: none"> Added socio-emotional learning standards on personal responsibility Added socio-emotion learning standards on working cooperatively
Goal 22 – Health Promotion & Prevention and Treatment of Injury/Illness	<ul style="list-style-type: none"> Accept responsibility and consequences for personal decisions and behaviors through mastery of knowledge, skills, and behaviors essential to healthy living 	<ul style="list-style-type: none"> Added new learning standard, 22D, on learning about advocating for individual, family, and community health
Goal 23 – Body Systems	<ul style="list-style-type: none"> Understand human anatomy and physiology, nutrition, stages of growth and development, avoidance of harmful actions, and the characteristics of good health habits 	<ul style="list-style-type: none"> Added new learning standard, 23D, on the structures and functions of the brain and how they are affected by physical activity & fitness
Goal 24 – Communication & Decision Making	<ul style="list-style-type: none"> Learn to communicate health needs and take responsibility for health Consideration for others becomes a part of health promotion 	<ul style="list-style-type: none"> Added connections to socio-emotional learning standards

Outdated vs Enhanced PE

	OUTDATED P.E. PROGRAMS	ENHANCED P.E. PROGRAMS
Curriculum	<ul style="list-style-type: none">• Skills and rules to play team games (e.g., basketball, football, soccer, baseball)	<ul style="list-style-type: none">• Physical competence and cognitive understanding about physical activity so students can be active for a lifetime (e.g., fitness activities, outdoor education, individual lifetime activities, dance, integrated lessons)
Grouping	<ul style="list-style-type: none">• Large groups; limited equipment• Athletes are leaders	<ul style="list-style-type: none">• Small groups; adequate equipment for active participation• All students have opportunities for success
Fitness Emphasis	<ul style="list-style-type: none">• Skill-related• Comparison to national norms	<ul style="list-style-type: none">• Emphasis on health-related fitness components• Students engaged in self-testing, applying principles of fitness, designing an individual program based on personal goals• Students understand that they 'own their own fitness' and learn to maintain and improve it to optimize health and well-being• Students understand how level of fitness affects health and cognitive function
Instruction	<ul style="list-style-type: none">• Teacher-directed• Teacher controls and paces the entire lesson	<ul style="list-style-type: none">• Teacher as coach/guide• Uses instructional strategies to allow students to progress at individual pace and to self-assess• Maximize time engaged in moderate to vigorous activity in order to reap benefits to cognitive function and cardio-respiratory health

Additions to Existing Standards...

► 22D: Social/Emotional Learning

D. Describe how to advocate for the health of individuals, families and communities.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
22.D.1a Identify positive health choices and demonstrate ways to communicate individual choices.	22.D.2a Express opinions about health issues and communicate individual health needs.	22.D.3a Identify and communicate with others within your school, family, and community regarding health issues.	22.D.4a Identify health resources to help influence others in making healthy choices.	22.D.5a Explain how individuals can improve or help sustain school or community health initiatives and/or services.

Additions to Existing Standards...

► 23D: Physical Activity and the Brain

D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
23. D.1a Locate and identify basic parts of the brain.	23. D.2a Locate, identify and describe functions of the basic parts of the brain.	23. D.3a Explain how the brain is affected by movement.	23. D.4a Explain how brain functions can be maintained and improved through activity.	23. D.5a Analyze and communicate information regarding physical activity and fitness levels and their effects on how the brain functions.

Revised Standards – Complete Set

**What you allow,
is what will continue.**

Goals and Standards Checklist



(Click for 1-page quick-list)

Performance Descriptors



(Click to view complete set)

Illinois Learning Standards:

GOALS

- ▶ Goal 19 - Movement Skills
- ▶ Goal 20 - Physical Fitness
- ▶ Goal 21 - Team-Building
- ▶ Goal 22- Health Promotion, Prevention and Treatment
- ▶ Goal 23 - Human Body Systems
- ▶ Goal 24 - Communications and Decision-Making

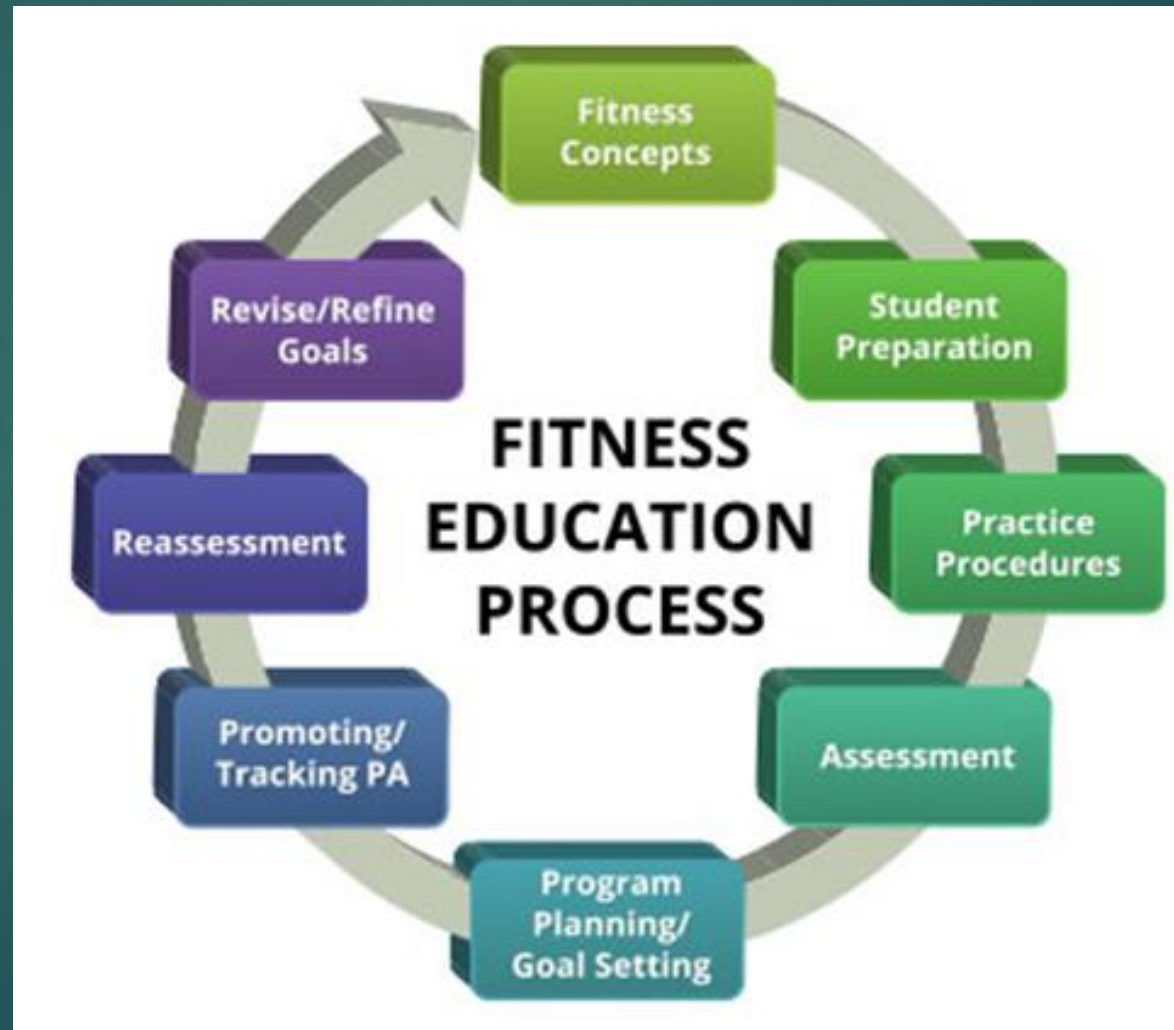
Classroom Assessments and Performance Descriptors

- ▶ [Physical Development Rubric](#)
- ▶ [Health Rubric](#)
- ▶ [Performance Descriptors Grades K-12](#)

Illinois Learning Standard Resources

- ▶ [Introduction and Use of Descriptors](#)
- ▶ [Glossary of Terms](#)
- ▶ [Health PowerPoint](#)

FitnessGram Fitness Education Process





Fitness Assessment

NEW REQUIREMENTS IN ILLINOIS

SHAWN BACKS

NUTRITION & WELLNESS PROGRAMS, ISBE

Background: Enhanced P.E. in IL

- ▶ IL Enhanced P.E. Task Force (2011-12)
 - ▶ Law – N/A / voluntary group
 - ▶ Task – create strategic plan to promote and implement enhanced PE programs in IL
- ▶ IL Enhance P.E. Task Force (2012-13)
 - ▶ Law – P.A. 97-1102
 - ▶ Task – update Physical Development & Health ILS
- ▶ IL Stakeholder and Expert Task Force on P.E. (2014-15)
 - ▶ Law – P.A. 98-0859
 - ▶ Task – make recommendations for physical fitness assessments and the collection and reporting of aggregate fitness information.

Physical Fitness Assessments

- ▶ Starting with school year 2016-17, districts must:
 1. **train** those administering assessments
 2. **maintain** evidence of training completion
 3. **establish** procedures and protocols to ensure the confidentiality of individual student assessment results
 4. **administer** the required four portions of FitnessGram protocols in the second semester (first and second semesters preferred for pre and post results) and annually thereafter.
 5. **collect** the required aggregate data from schools, then **report** results electronically to ISBE through the Student Health Data in IWAS by May 1, 2017, and annually thereafter.

What is Fitnessgram?

- Testing protocols that measure progress, not performance.
- Provides a snapshot of each child's health.
- Used as an ongoing assessment in PE curriculum, gives students a starting point and helps them make plans to improve their health and fitness.
- No cost to district. All materials free at pyfp.org.
- Cannot use Fitnessgram results to evaluate teachers or grade students.

The Four Required Physical Fitness Assessments in IL

- ▶ Aerobic Capacity – GRADES 4-12
 - PACER test (recommended) or Mile Run Test (alternate) or Brockport test (adapted)

- ▶ Flexibility – GRADES 3-12
 - Back-Saver Sit and Reach test (recommended) or Trunk Lift test (alternate) or Brockport test (adapted);

- ▶ Muscular Endurance – GRADES 3-12
 - Curl-Up test or Brockport test (adapted); and

- ▶ Muscular Strength – GRADES 3-12
 - Push-Up test or Brockport test (adapted)

Required aggregate data

- ▶ Report the number of students by grade and gender for grades 5, 7 & 10:
 - that were tested;
 - that achieved a healthy fitness zone (HFZ);
 - that were identified as needing improvement (NI); and
 - that were identified as needing improvement-health risk (NI-HR) (for aerobic capacity only)

A	B	C	D	E	F	G	H	I	J	K	L
Illinois Physical Fitness Assessment Scoresheet & Calculator											
TEACHER:											
INSTRUCTIONS: Data is required for highlighted fields. Report data for only one type of assessment for each category, either recommended or alternate.											
STUDENT INFORMATION (GRADES 3-12)						AEROBIC CAPACITY (GRADES 4-12)					
Last	First	ID	Male / Female (M/F)	Age (in years)	Grade (3-12)	Assessment				Results	
						RECOMMENDED		ALTERNATE		HFZ = Healthy Fitness Zone NI = Needs Improvement NI-HR = Needs Improvement-Health	
						PACER (record 15 or 20 meter)		One-Mile Run (# minutes)	Weight (pounds) Required only if using One- Mile Run		Heart Rate (beats per minute) Required only if using One- Mile Run
						15 meter (# laps)	20 meter (# laps)				

Data collection at the state level

- ▶ By May 1st* of each year, districts will submit the aggregate data for each school to ISBE through the Student Health Data in the ISBE Web Application Security (IWAS) system.

Dental System is
OPEN

Facility Name (Click on name for data entry)	Station	Grade Served	Update By	Update On
East Elementary School	1st			
East Elementary School	2nd			
East Elementary School	3rd			
East Elementary School	4th			
East Elementary School	5th			
East Elementary School	6th			
East Elementary School	7th			
East Elementary School	8th			
East Elementary School	9th			
East Elementary School	10th			
East Elementary School	11th			
East Elementary School	12th			

Physical Fitness System is
OPEN

System is OPEN

Facility Name (Click on name for data entry)	Station	Grade Served	Update By	Update On
East Elementary School	1st			
East Elementary School	2nd			
East Elementary School	3rd			
East Elementary School	4th			
East Elementary School	5th			
East Elementary School	6th			
East Elementary School	7th			
East Elementary School	8th			
East Elementary School	9th			
East Elementary School	10th			
East Elementary School	11th			
East Elementary School	12th			



Entity: 12084000000004
Entity: Tangipahoa

Report: Self-Reported COVID-19
School: Chatham Elementary School

Authority: School Data

Entity Summary

COVID Summary

Data Documentation

Please read carefully before making a selection.

Physical Fitness Assessment Requirements

- Fitness Testing requirements using FitnessGram or Brockport as applicable (Free versions available) shall be administered in grades 3-12 (4-12 for aerobic capacity) at least annually in the second semester of the school year.
- Schools are encouraged to administer the assessment at the start and end of the school year in order to receive pre- and postresults.

Based on the clarification above, please select "Next" if the grades below from Entity Profile System (EPS) are highlighted to reflect students enrolled in your facility and the second semester data to be submitted.

If the grades highlighted below are inaccurate, please make the appropriate corrections in the Entity Profile System via your RCED Administrator. If you need further assistance, please contact ISBE Helpdesk at (217) 558-3600 or email Helpdesk@ksbe.net

5
7
10

Back

Next



Report
County:

Report
School:

Authenticity: School Dec Author

Test Results

Test Results

Test Results

Select Grade Level

1

Total

Male

Female

Enter Total Number of Students in the Selected Grade:

Enter Total Number of students tested for one or more tests:

Aerobic Capacity

PACER test (Recommended) / Mile Run test (Alternate) / Brockport test (Any adapted test for

Enter the following information:

Total

Male

Female

Total Number of Students tested for Aerobic Capacity

Total Number of Students achieving Healthy Fitness Zone

Total Number of Students Need Improvement

Total Number of Students Need Improvement-Health Risk

Flexibility

Back-Saver Sit and Reach test (Recommended) / Trunk Lift test (Alternate)

/ Brockport test (Any adapted test for Flexibility or Range of Motion)

Enter the following information:

Total

Male

Female

Total Number of Students tested for Flexibility

Total Number of Students achieving Healthy Fitness Zone

Total Number of Students Need Improvement

(continue top of the screen on slide 4)

Region
County

Name
School

Authority: School Data Author

[Back](#)

[Data Entry](#)

[Data Review](#)

Muscular Endurance

Curl-Up test / Brockport test (Any adapted test for Strength and Endurance)

Enter the following information:

Total

Male

Female

Total Number of Students tested for Muscular Endurance

Total Number of Students achieving Healthy Fitness Zone

Total Number of Students Need Improvement

Muscular Strength

Push-Up test / Brockport test (Any adapted test for Strength and Endurance)

Enter the following information:

Total

Male

Female

Total Number of Students tested for Muscular Strength

Total Number of Students achieving Healthy Fitness Zone

Total Number of Students Need Improvement

(continue down the screen on slide 2)

[Back](#)

[Save](#)

[Return to School entry](#)

Data has been entered and saved for all the selected grades. Click on "View Summary" button below to view a summary of the data. Otherwise, click on the "Approved Data" button to submit.

[View Summary](#)

[Approved Data](#)

[illegible]

REMINDER – Grading and Evaluation

- ▶ As written in legislation, you **cannot** use the data that will be submitted to ISBE.
- ▶ **HOWEVER**, if the evaluator and teacher agree to use "other" PE fitness data for a Type 3 assessment and it is agreed by the Joint Committee as part of your District Evaluation Plan (recommended you have general language in your District Performance Evaluation Plan to allow such things), this type of data may be used for student growth/teacher evaluation purposes.

Will there be information and/or training on how to use the new FitnessGram 2015 software?

Yes! A comprehensive user guide for each role is included for reference within the Help section of the software. Additional documents and training modules are also available within the software under SmartCoach, FitnessGram's content library packed with staff development resources. How-to documents and videos are available as well on a role basis.

Fitness Assessment Resources

- **Q&A Document:**

<http://www.isbe.net/EPE/default.htm>

(includes links to training [videos](#))



- **Pump Up P.E. training**

http://www.iphionline.org/pump_up_pe/