

Enhanced P.E. in Illinois

St. Clair County
ROE



Who am I and why am I leading this?

- ▶ Ryan Wamser
- ▶ Asst. Superintendent for St. Clair County

- ▶ BS in Physical Education – Millikin University
- ▶ MAED in Administration – McKendree University
- ▶ Doctorate in Education – St. Louis University

- ▶ Positive
- ▶ Pragmatic
- ▶ Advocate

ICEBREAKER – P.E. STYLE!

- ▶ Find people who have done/know the items in the boxes.
- ▶ When you find someone who has, have them do the task and initial the box.
- ▶ If you've both done/know that thing, do the listed exercise together!
- ▶ Goal: Fill out your bingo card completely (coverall)!

https://www.youtube.com/watch?v=a_tPQqAy0pM

Why are we talking about this?

- ▶ Illinois has been a leading state in valuing children's physical education.
 - ▶ Daily physical education is required in Illinois.
 - ▶ 1 in 3 IL children at increased risk of chronic disease.
 - ▶ Studies show that regular physical activity can reduce the risk of chronic diseases like type 2 diabetes, heart disease, and some cancers.

So why do we need to change P.E.?

- ▶ As you know, active children show greater attention, have faster cognitive processing speed, and perform better on standardized academic tests.
- ▶ **HOWEVER!**
 - ▶ In an average 30 minute P.E. class students are only getting _____ minutes of moderate to vigorous physical activity (MVPA)!

So what's our goal?

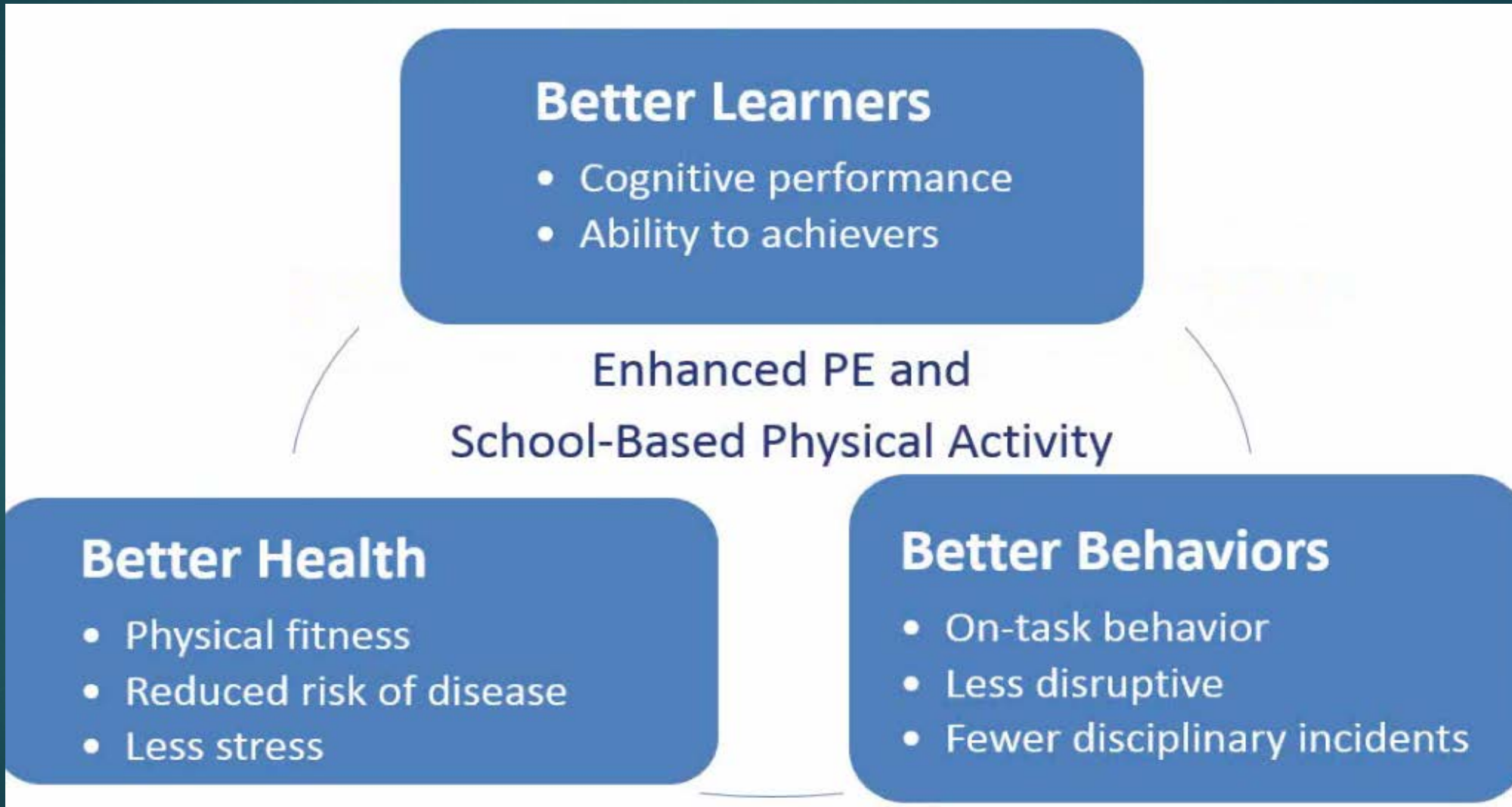
- ▶ Increasing physical activity levels in P.E. classes through ENHANCED P.E.
 - ▶ You are probably already doing this!

Increase MVPA to at least 50% of the class period!

Domain 3c!

Bell to Bell!

Why Enhanced P.E.?



Background: Enhanced P.E. in IL

- ▶ IL Enhance P.E. Task Force (2012-13)
 - ▶ Law – P.A. 97-1102
 - ▶ Task – update Physical Development & Health ILS
 - ▶ Required fitness testing for grades 3-12
- ▶ Advocacy for your profession does work!

Advocate, advocate, advocate!

Resources to help you advocate (the right way):

- ▶ Enhanced P.E. fact sheet and how it improves learning (student achievement)
- ▶ Glossary of neurosciences terms
- ▶ Be a PA and wellness advocate
- ▶ Enhanced P.E. Resource Guide



How is Enhanced
P.E. Different?

Outdated P.E. vs. Enhanced P.E Curriculum

Outdated PE	Enhanced PE
<p>A focus on the skills and rules needed to play team games.</p>	<p>Physical competence and cognitive understanding about physical activity so students can be active for a lifetime (fitness activities, outdoor education, solo lifetime activities, dance, integrated lessons).</p>

Outdated P.E. vs. Enhanced P.E Grouping

Outdated PE	Enhanced PE
<ul style="list-style-type: none">•Large groups•Limited equipment•Athletes as leaders	<ul style="list-style-type: none">•Smaller groups•Adequate equipment for adequate participation•All students have opportunities for success

Outdated P.E. vs. Enhanced P.E

Fitness Emphasis

Outdated PE	Enhanced PE
<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 are engaged in self-testing, applying principle of fitness; understand that they “own their own fitness” and learn to maintain and improve it to optimize health and well-being; and understand how level of fitness affects health and cognitive function

Outdated P.E. vs. Enhanced P.E Instruction

Outdated PE	Enhanced PE
<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

Outdated P.E. vs. Enhanced P.E

Social Skills

Outdated PE	Enhanced PE
<ul style="list-style-type: none">•Emphasis on competition – winning and losing.	<ul style="list-style-type: none">•Emphasis on cooperation, working together as a group, leadership, conflict resolution during active participation situations•Develop self-awareness and self-management skills to achieve school and life success•Use social-awareness and interpersonal skills to establish and maintain positive relationships•Demonstrate decision-making skills and responsible behaviors in school

Outdated P.E. vs. Enhanced P.E Grading and Assessment

Outdated PE	Enhanced PE
<ul style="list-style-type: none">•Based on attendance, dress, skill level, fitness scores	<ul style="list-style-type: none">•Based on self-improvement, self-evaluation; peer assessment; skill rubrics•Used to monitor and reinforce student learning

Outdated P.E. vs. Enhanced P.E Games

Outdated PE	•Enhanced PE
<ul style="list-style-type: none">•Teacher officiates games, giving feedback on skill performance and knowledge of rules ; large group games; students waiting in line to play; winning emphasized	<ul style="list-style-type: none">•Students engage in activities and sports with a health-related fitness component•Emphasis on participation and getting everyone involved

Outdated P.E. vs. Enhanced P.E Technology

Outdated PE	Enhanced PE
•Stop watch	•Computers •Pedometers •Heart rate monitors •Other fitness technology

Enhanced P.E. and Teacher Evaluation!

- ▶ Danielson's Framework and Enhanced P.E. activity



Physical Development and Health

REVISED ILLINOIS LEARNING STANDARDS

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](#)



Fitness Assessment

NEW REQUIREMENTS IN ILLINOIS

RYAN WAMSER

ST. CLAIR COUNTY

ROE

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 June 30*, 2017, and annually thereafter.

What is Fitnessgram?

- Testing protocols that measure progress, not performance.
- Provides a snapshot of each child's health based on components of health-related fitness.
- Used as an ongoing assessment in PE curriculum, gives students a starting point and helps them make plans to improve their health and fitness.
- Should be no cost to district. All materials free at pyfp.org.

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)
- ▶ 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)

Data collection at school level

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		
						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 June 30th* 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.

Home	Log Out	My Profile	My Dashboard	My Reports	My Settings
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Dental System is OPEN

Facility Name (Click on name for data entry)	Method	Credits Serviced	Update By	Update On
Bel Elementary School	10/11/2023			
Carroll Elementary School	10/11/2023	4.0	mathewson	10/11/2023
Deerwood Elementary School	10/11/2023			
Deerwood High School	10/11/2023			
Deerwood Intermediate Sch	10/11/2023			
Deerwood Middle School	10/11/2023			

Physical Fitness System is OPEN

System is OPEN

Facility Name (Click on name for data entry)	Method	Credits Serviced	Update By	Update On
Bel Elementary School	10/11/2023			
Carroll Elementary School	10/11/2023	4.0	mathewson	10/11/2023
Deerwood Elementary School	10/11/2023			
Deerwood High School	10/11/2023			
Deerwood Intermediate Sch	10/11/2023			
Deerwood Middle School	10/11/2023			



Entity Summary

2021 Summary

View 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 disabled equality) 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 post-results.

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 RCDT Administrator. If you need further assistance, please contact ISBE Helpdesk at (217) 558-3600 or email Helpdesk@ksbe.net

5
7
10

Back Next



ICDPS
County:

Name:
School:

Authority: School Dec. Author

[Home](#)

[Data Entry](#)

[Data Review](#)

Select Grade Level:

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)

ISBE ID:
County:

Name:
School:

Authentic: School Data Auth

School Name

School Year

User Description

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 Setting](#)

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 'Approve Data' button to submit.

[View Summary](#)

[Approve Data](#)

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.

Aerobic Capacity Test

- ▶ Grades 4-12 (no 3rd!)
- ▶ Pacer test (recommended)
 - ▶ [Example video](#)
 - ▶ [Full audio](#)
- ▶ Mile run (alternate)
 - ▶ If you use this you will need to know height/weight of your students
- ▶ Brockport test (adapted)
<http://www.pyfp.org/doc/brockport/brockport-ch5.pdf>

Flexibility Test

- ▶ Grades 3-12
- ▶ Back-Saver Sit and Reach test (recommended)
 - ▶ Video example
- ▶ Trunk Lift test (alternate)
- ▶ Brockport test (adapted)

Muscular Endurance Test

- ▶ Grades 3-12
- ▶ Curl-up test
 - ▶ [Video example](#)
 - ▶ [Audio Cadence](#)
- ▶ Brockport test (adapted)

Muscular Strength Test

- ▶ Grades 3-12
- ▶ Push-up test (recommended)
 - ▶ [Video example](#)
 - ▶ [Audio Cadence](#)
- ▶ Brockport test (adapted)