Leading the Nation
Illinois Enhance P.E. Task Force
Recommendations & Proposed Revised Learning Standards

September 17, 2013

Enhance P.E. Task Force
Illinois State Board of Education
Christopher A. Koch, EdD
State Superintendent of Education

Illinois Department of Public Health
LaMar Hasbrouck, MD, MPH
Director
HOUSEKEEPING

Maximize or minimize side bar

Raise hand option

Materials:
Enhanced PE Documents

Submit questions here

Organizers will mute all phones during the presentation

Q & A will be at the end
- At the end, we’ll take live questions. Please submit your questions through the chat feature.

Technical Issues
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rick.stegall@iphionline.org
Moderator

Jason E. Leahy
Executive Director
Illinois Principals Association
Opening Remarks

Supt. Christopher A. Koch, Ed.D.

Illinois State Superintendent of Education

Co-Chair
Illinois Enhance P.E. Task Force
ENHANCE P.E. TASK FORCE

Established by Public Act 97-1102
Task Force Charge

1) Promote and recommend enhanced PE programs:
   • educate and promote leadership among school district and school officials;
   • develop and utilize metrics;
   • promote training and professional development;
   • identify and seek local, State, and national resources

2) Recommend updates to the Illinois Learning Standards for Physical Development and Health
   • focusing on neuroscience research that impacts the relationship between physical activity and learning
Poll

What best describes your professional role?

__ Superintendent/ School Business Official
__ Principal
__ Teacher
__ School Board Member
__ Public Health Professional

If other, type into the chat box.
Presenters

Deb Vogel, Task Force member
IAHPERD member and retired P.E. teacher

Illinois Education Association representative on Enhance P.E. Task Force
Enhanced PE and School-Based Physical Activity

Better Learners
- Cognitive performance
- Ability to concentrate
- Memory
- Higher academic achievers

Better Behaviors
- On-task behavior
- Less disruptive
- Fewer disciplinary incidents

Better Health
- Physical fitness
- Reduced risk of disease
- Less stress
- Improved mental health
IMPROVES BRAIN FUNCTION

Brains after sitting quietly Brains after 20 minute walk

Average composite of 20 student brains taking the same test

**ROI:** Studies show children scored a **full grade-level higher in reading comprehension** after physical activity than after a period of rest

Students with good cardio-respiratory fitness were more than 2 times more likely to meet ISAT standards than students not in the healthy fitness zone.

Values are statistically significant (p < 0.05)

Return on Investment: Better attendance = more kids learning

Source: Welk G. *Cardiovascular Fitness and Body Mass Index are Associated with Academic Achievement in Schools*. Dallas, Texas: Cooper Institute, March 2009
Revisions to Learning Standards

• Updated learning standards and performance descriptors based on latest best practices and neuroscience research
• Expert review
  • Blue Ribbon school teachers & administrators
  • Neuroscientists
  • School nurses
  • ISBE curriculum reviewer
• Revisions have to be approved by ISBE, sent through JCAR for public comment
• Intent is to implement 2015-16 school year
Revisions to Learning Standards

State Goals 19-24: Physical Development and Health
Two new standards added

STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

*NEW* Standard 22D: Describe how to advocate for the health of individuals, families and communities.

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

State Goals 19-24: Physical Development and Health
Two new standards added

STATE GOAL 23: Understand human body systems and factors that influence growth and development.

*NEW* Standard 23D: 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

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<tbody>
<tr>
<td>23.D.1a Locate and identify basic parts of the brain.</td>
<td>23.D.2a Locate, identify and describe functions of the basic parts of the brain.</td>
<td>23.D.3a Explain how the brain is affected by movement.</td>
<td>23.D.4a Explain how brain functions can be maintained and improved through activity.</td>
<td>23.D.5a Analyze and communicate information regarding physical activity and fitness levels and their effects on how the brain functions.</td>
</tr>
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Performance Descriptors Examples

22D, Stage C (grades 2-4)
- Encourage and support peers to make positive health choices (e.g. going out to play rather than computer or TV time).
- Identify health-enhancing items that are missing in personal environment (e.g. soap, recycling bins).
- Identify people within the school who can aid with health-related issues and explain the process / procedures for seeing them.
- Understand and communicate needs to others.

23D, Stage G (grades 6-8)
- Communicate how level of fitness relates to brain function.
- Define the terms ‘neuroplasticity’ and ‘neurogenesis’.
- Identify chemicals that are released in greater quantity during moderate to vigorous activity.
- Use a visual to explain the importance of exercise and fitness on the brain (e.g. PSA, poster).
Additional Info RE: Revisions

• Other Revisions:
  – Moved from sports-based to fitness-based
  – Included neuroscience terms and science
  – Emphasized teamwork and cooperation
  – Linked physical development and health throughout

• Provided: Glossary of Terms, summary of neuroscience research, factsheet
TASK FORCE
RECOMMENDATIONS

Submitted to GA & Governor in August 2013
Presenters

**Mark Bishop**, Task Force member
Vice President of Policy and Communications
Healthy Schools Campaign

**Jean Sophie**, Task Force member
Superintendent, Lake Bluff Schools District 65
IASA Representative on Enhance P.E. Task Force
RECOMMENDATIONS

Revisions to Learning Standards

• **Recommendation 1:** The Illinois State Board of Education (ISBE) propose adoption of the Task Force’s recommended revisions to Goals 19, 20, 21, 22, 23, and 24 of the Illinois Learning Standards for Physical Development and Health with the intention of fully implementing the revised standards for the 2015-16 school year.

• **Recommendation 2:** At a district level, examine the revised Physical Development and Health standards as they relate to the forthcoming new science and social-emotional standards.
Promote and recommend enhanced P.E. programs

- **Recommendation 1:** ISBE, in partnership with the Illinois Department of Public Health (IDPH), update its model wellness policy to include a policy that students spend at least 50% of P.E. class time in moderate to vigorous physical activity (MVPA).
- **Recommendation 2:** ISBE and IDPH promote the updated model wellness policy statewide, making resources available for teachers and administrators to implement the model policy.
- **Recommendation 3:** ISBE, in partnership with IDPH, recommend and provide technical assistance for voluntary completion of School Health Index to assist in the process of developing wellness policies.
RECOMMENDATIONS

Promote and recommend enhanced P.E. programs

• **Recommendation 4:** ISBE will coordinate with Regional Offices of Education/Intermediate Service Centers to provide support for enhanced P.E. programs and approaches.

• **Recommendation 5:** ISBE recommend a limited class size for physical education similar to other classroom settings for optimal instruction. The recommendation set in the *Shape of the Nation 2012* report is that the teacher/student ratio in physical education be no greater than 1:25 (elementary) and 1:30 (middle/high).
RECOMMENDATIONS

_Educate and promote leadership on enhanced P.E. among school district and school officials_

- **Recommendation A1**: ISBE implement recognition and award programs to encourage adoption of enhanced P.E. programs and principles by school district and school officials
RECOMMENDATIONS

Develop and utilize metrics to assess the impact of enhanced P.E.

- **Recommendation B1:** ISBE recommend Presidential Youth Fitness Program (PYFP) as a tool for measuring fitness, accessing professional development, and recognizing achievement.
- **Recommendation B2:** ISBE aggregate data from schools participating in PYFP.
- **Recommendation B3:** When technically possible, ISBE link and report aggregate PYFP data with academic achievement, attendance, and discipline data.
- **Recommendation B4:** ISBE include a measure on the School Report Card about the number of minutes of instructional P.E. provided for different grade levels as a measure of health.
RECOMMENDATIONS

Promote training and professional development in enhanced P.E. for teachers and other school and community stakeholders

• **Recommendation C1**: ISBE should convene a committee to determine the scope of necessary professional development for physical education and health teachers, what is currently available, what gaps need to be filled, and how IDPH and ISBE can collaborate to close those gaps. This could be a committee of the sustained voluntary Enhance P.E. Roundtable (Recommendation D1).

• **Recommendation C2**: ISBE work with its partners to develop and disseminate professional development materials that support implementation of the revised learning standards.
RECOMMENDATIONS

Promote training and professional development in enhanced P.E. for teachers and other school and community stakeholders (cont.)

- **Recommendation C3**: ISBE implement a 'highly qualified' status for physical education and health teachers as it does for other teachers in the state. ISBE should use the criteria and submission process that is already in place for other disciplines and implement it in conjunction with implementation of the revised standards.

- **Recommendation C4**: ISBE and IDPH should work with their partners to provide professional development resources for integrating physical activity into the classroom (e.g., timely brain breaks during the school day; physical activity breaks before or during high-stakes testing).
RECOMMENDATIONS

Identify and seek local, state, and national resources to support enhanced P.E.

• **Recommendation D1:** ISBE and IDPH sustain a voluntary Enhance P.E. Roundtable to identify resources and support a long-term campaign to promote enhanced P.E. across the state.

• **Recommendation D2:** The Illinois General Assembly should consider the importance of P.E. to students’ learning, social-emotional wellness, behavior and health, and dedicate funding and other resources to enhance the quality of daily P.E.

• **Recommendation D3:** ISBE, IDPH and the Enhance P.E. Roundtable seek to align efforts and collaborate with other systems and stakeholders working to advocate for enhanced P.E. and school health.
Implementation Considerations

• Time
• Professional development
• Professional pipeline
• Measuring progress
• Moving toward enhanced P.E. in all schools
• Resources
Enhance P.E. Task Force: Resources

Visit Task Force’s website:
http://www.isbe.net/EPE/html/EPETF.htm

Fact Sheet
Resource Guide
Research Summary

Plus other news updates and more!
Save the Date

Think others should hear today’s webinar? It will be replayed on October 8th from 10 am – 11am. Spread the word! Visit www.iphionline.org to register.

Download the *Get Fit to Flourish* manual to help enhance your P.E. program here:
In order to receive your 1 CPDU for attending the webinar, please:

- **Complete the online webinar evaluation form.**
  
  The evaluation will automatically appear when this webinar ends. We will also email all participants a link to the online evaluation after the webinar ends.

- **Complete the reflection form (“Evidence of Completion”) and submit to ISBE.**
  
  We will email you the reflection form after you submit the completed evaluation.
Questions?
Please submit all questions via the chat feature.

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