



PE Committee 2016 Report and Recommendations

BOE Study Session

May 3, 2016

Outstanding Schools in an Outstanding Community

The 2015-2019 Collective Bargaining Agreement Letter of Understanding #12

Physical Education Teachers

*UEA and BOE agree that physical education is **an integral part of overall student health and wellness**, and agree, as finances permit, to continue to work toward a suitable physical education program that includes physical education teachers in the elementary buildings. UEA and BOE agree to form a joint committee to research the benefits of physical education teachers and the most productive way to schedule physical education into the school day/week. Said committee will report their findings to the BOE no later than May 1, 2016.*



Committee Members

Administrators

- Jennifer Ivory-Tatum
- Jean Korder
- Linda Gibbens
- Sandy Cooper

UEA

- Tracy Welch
- Mynette Kretz
- Dawn Matteson
- Martha Churukian
- Alex Valencic
- Betty Allen



Process

- October 2015 Committee formed
- Committee members researched and analyzed:
 - What does it mean to be physically educated?
 - Benefits of fit and active lifestyles on the mental and physical health of our students
 - The future of PE in Illinois
 - History of PE in Urbana
 - Unintended consequences: Effects of not having PE teachers on the long term health and athletic abilities of our students
 - Perception and Needs: Thought Exchange
 - Additional benefits: The effects of increasing and equalizing collaboration time at the elementary level



Physically Educated Person (NASPE)

- Demonstrates **competency in motor skills and movement patterns** needed to perform a variety of physical activities. (ILS 19)
- Shows **understanding of movement concepts, principles, strategies and tactics** as they apply to learning and performing physical activities. (ILS 19, 20, 21)
- **Participates regularly in physical activity.** (ILS 19, 20, 21)
- Achieves and maintains a **health-enhancing** level of physical fitness. (ILS 21,22)
- Exhibits **responsible personal and social behavior** that respects self
- and others in physical activity settings. (ILS 19,20)
- Values physical activity for **health, enjoyment, challenge, self-expression and/or social interaction.** (ILS 19, 20, 21)



5 Premises of Physical Education

- The ultimate purpose of any physical education program is to help children develop the skills, knowledge and desire to enjoy a **lifetime of physical activity**.
- Children should engage in physical activity that is **appropriate for their developmental levels**.
- **Recess and physical education are important but different** parts of the school program.
- Physical activity and physical education **are not the same**.
- **Physical education and youth sports programs are different**.

(Appropriate Instructional Practice Guidelines for Elementary School Physical Education, NASPE, 3rd Edition)



Independence



Lifelong Physical Activity and Fitness

Learning Problem-Solving Skills

Learning Self-Management Skills

Learning Self-Assessment Skills

Becoming Physically Fit

Performing Exercise

Dependence

Figure 1 — The stairway to lifetime physical activity and fitness (adapted from Corbin & Lindsey, 1997).

Benefits Across Content Areas

- Teamwork and sportsmanship skills transfer to, and improve, all classroom environments. (*Anecdotal evidence, USD 116 students, staff, families*)
- Physical activity improves brain health and cognitive function (*Effects of the FitKids Randomized Controlled Trial on Executive Control and Brain Functioning , 2014*)
- When educators promote health and fitness, kids feel better physically and mentally and their confidence levels can increase. (*“New PE”, Communicator, November 2004*)



Current Status

Fit for Life is the new PE focus:

- Focus on healthy lifestyle choices and eradicating obesity (See *New PE* article)
- Addition of two new PE standards focusing on neuroscience, brain development, and long-term benefits of healthy and active lifestyle
- Our Wellness policy states that healthy students require a minimum of 60 minutes per day of activity
- PE teachers require specialized knowledge in core content, assessment, and equipment use
 - Teacher Preparation: 2 – 3 hours for Elementary Education Majors at EIU, ISU, and U of I vs. 30 – 48 hours for Physical Education Majors
 - State Mandated fitness assessment begins in SY 16-17 at all grades 3 – 12. State reporting will include grades 5, 7, and 10.



History of PE in Urbana

- PE was taught by UHS PE teachers at the elementary schools until 1982
- The elementary PE teacher support was cut in 1982
- We are currently the only district in the Big 12 without licensed elementary PE teachers
- Currently, only about 15% of Urbana elementary students gain their sports and athletic skills through Urbana Park District programs



Unintended Consequences

- Students are coming in with higher obesity levels and lower energy levels
 - 2014: 47% of overall students Body Mass Index fell in the Overweight or Obese range (27% in the obese range)



Observations from Secondary PE Teachers/Coaches

- Students have little background in basic motor skills, teamwork, and sportsmanship skills
(UMS PE teacher: “6th graders are coming to us with the physical skills and stamina of 6-year-olds.”)
- Students lack core, upper body, and cardiovascular strength, and exhibit poor flexibility
 - *At the beginning of this year, from a sample 6th grade class, 61% of the students fell below the ‘healthy fitness zone’ on the cardiovascular strength sub-test; and 38% fell far below the healthy fitness zone.*



Thought Exchange Comments

- ...I am very concerned that our children do not have a dedicated PE teacher teaching them about physical education. We rely on the interest of the classroom teacher in this area to offer PE time...*elementary parent*
- ...Our kids need the kind of mental and physical benefits that are gained through a knowledgeable curriculum...*elementary teacher*
- ...There can be long lasting physical effects for students who are able to learn about and develop healthy lifestyles early on...*elementary parent*



What Would Licensed Elementary PE Teachers Bring to USD?

- In-depth knowledge of the content area and how to teach it to young children in a developmentally appropriate way
- Quality physical education is both developmentally and instructionally relevant for all children
- When we promote fitness and health students feel better physically and mentally and confidence increases
- Build a foundation of movement experiences and activities for all children, not just those most gifted in motor skills
- Competitive teacher recruitment with other area schools



Benefits beyond physically educated students

Ability to add much-needed collaboration time at the elementary level for the purpose of:

- Analyzing assessment and classroom data
- Examining student work
- Planning for differentiation and adjusting of instruction
- Providing immediate, descriptive feedback to students and families



Current Teacher Collaboration

- Secondary total 36 hours
- Elementary total 12 hours



Current Collaboration

- Secondary Level: Early Release Time for Departments and Course-Alike Teams – Provides vertical and horizontal alignment regarding . . .
 - Review of formative and summative assessment data
 - Collaboration about student work,
 - Make plans to adjust and differentiate instruction
 - Provide immediate and descriptive feedback to students
 - Align courses and assessment practices more closely with learning standards



Current Collaboration

- Elementary Level – Four Mornings of Released Time per Year for cross-district grade level meetings for the purpose of
 - Horizontal alignment of course content and assessment practices
 - Share teaching strategies



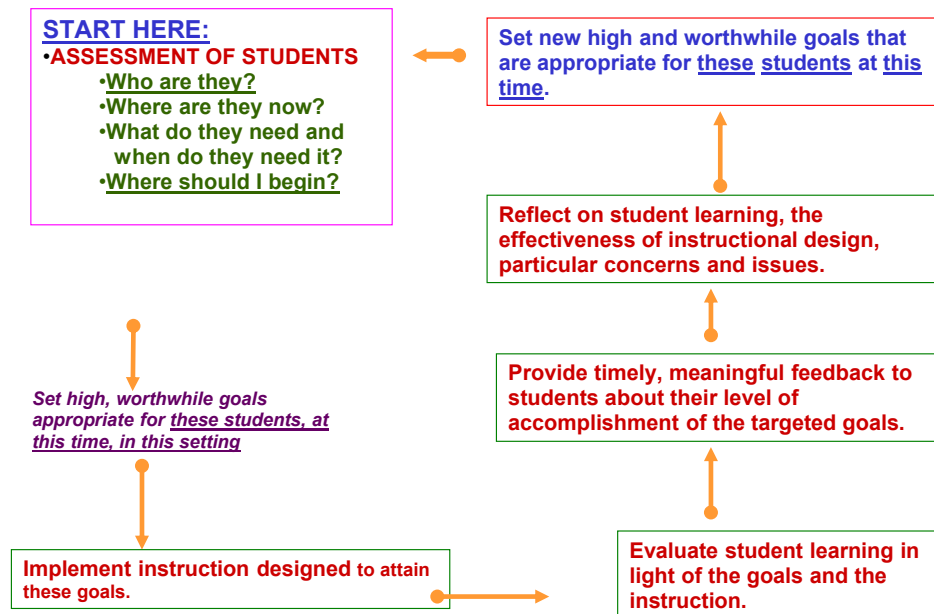
Weekly Collaboration Time at Elementary Level

- Allows for the ability for grade level teams and broader teaching teams in each building to
 - Review formative and summative assessment data
 - Collaborate about student work
 - Design or modify formative and common assessment
 - Make plans to adjust and differentiate instruction
 - Provide immediate, descriptive feedback to students



Architecture of Accomplished Teaching - NBTS

Part 3: Enhanced Architecture of Accomplished Teaching



Einhorn, 2002

Weekly
Collaboration
Time provides the
structure for
professional
conversation
about
accomplished
teaching – at all
levels of our
system



Requesting BOE Approval

- 7 FTEs for an elementary physical education program
 - Two sessions per week for each student taught by a licensed PE professional
 - Healthier more active students
 - PE Curriculum implemented K-12 with fidelity and vertical alignment
 - Parity with other Big 12 schools
 - Ability to provide much needed collaboration time for elementary teachers





A purposeful elementary physical educational program will benefit students in elementary school and beyond!



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