

# Healthy Hawaii Initiative Annual School Evaluation Report 2012-13 SY

Submitted by the Healthy Hawaii Initiative Evaluation Team  
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# Executive Summary

The Hawaii Department of Health's, Healthy Hawaii Initiative, was established in 2000 to promote healthy lifestyles in communities, schools, and workplaces. HHI's schools-based initiative supports health education, physical education, and nutrition education (HE, PE, NE) in public schools. For the past decade, HHI has continued to fund state and district-level health and PE resource teacher positions to support standards-based health and PE instruction in Hawaii schools. Health and PE curricula have been developed and aligned over the years to meet standards-based benchmarks and goals. Instructional content and strategies focus on the importance of teaching youth about healthy behaviors and knowledge from a young age.

In order to facilitate health education, physical education and wellness in schools, the HHI resource teachers (RTs) are responsible for coordinating and instructing professional development training events and providing instructional materials, resources, and technical assistance to enhance health and PE curricula. It is expected that providing ongoing professional development and in-depth training to teachers will impact students' knowledge and behavior over time.



**Figure 1:** Teaching healthy habits to our keiki

Together, the HHI teams at the Hawaii Department of Health (DOH) and Hawaii Department of Education (DOE) partner together to work towards achieving four HHI objectives that relate specifically to students and youth. The objectives focus primarily on improving smoking rates, physical activity, and healthy eating for youth.

- By 2020, decrease the prevalence of smoking among high school students to less than 13%.
- By 2020, increase the proportion of high school students at a healthy weight to 85%.
- By 2020, increase the proportion of high school students who consume at least five daily servings of vegetables and fruit to 25%.
- By 2020, increase the proportion of youth who meet the recommended levels of physical activity to 50%.

This evaluation report summarizes the data and deliverables from the 2012-2013 academic year. In the 2009-2010 school year (SY), seven new Hawaii Content and Performance Standards (HCPS) deliverables were created by the HHI, DOH, and DOE teams to provide guidance, structure, and goals for the District Health and Physical Education Resource Teachers (RTs). In the following school year (2010-2011), the State RTs developed five new deliverables at the state-level. This report will describe the progress of each deliverable, focusing primarily on the deliverables and achievements of the District RTs. The District RT deliverables include:

District Workshops, Professional Development Educate, Empower, and Excel courses (PDE3 courses), Fitness Assessments, an Online Resource (website), Resource Lending Libraries, one In-Kind Statewide Conference, and the Model Schools 2013 Program. Table 1 provides a summary of the deliverable goals at the start of the school year (left column) and what items were completed by the end of the school year (right column).

**Table 1:** Goals and completed deliverables

<b>GOALS for the 2012-2013 SY</b>	<b>COMPLETED Deliverables for the 2012-2013 SY</b>
<b>7</b> District Workshops (1 per District)	<b>12</b> District Workshops (All Districts completed)
<b>9</b> PDE3 Courses (1 per RT)	<b>13</b> PDE3s completed (All State and District RTs)
<b>10% ↑</b> in schools completing fitness tests	<b>5% ↑</b> in schools completing fitness tests ( <b>Not met</b> )
<b>7</b> Lending Libraries (1 per District)	<b>7</b> Lending Libraries (All Districts)
<b>8</b> Model Schools (Minimum of 8 Statewide)	<b>9</b> Model Schools (None in Leeward)
<b>1</b> Online Resource (1 Statewide)	<b>0</b> ( <b>Not met</b> )
<b>1</b> In-Kind State Conference (1 Statewide)	<b>1</b> HAPERD's Statewide Health and PE Conference

As in previous years, the HHI District and State Resource Teachers were successful in meeting or exceeding most of their deliverable targets. The two deliverables that were not achieved were the development of an online website of health, nutrition, and physical education resources and increasing the number of schools participating in fitness tests by 10%.

The third and final year of the Model Schools 2013 Program was completed in May 2013. Of all of the deliverables, this one has required the largest time commitment for the RTs. The RTs also continue to devote much of their time to planning and instructing PDE3 courses. These courses require evidence of implementation in the classroom as demonstrated through student work, learning portfolios, and reflections. In the 2012-13 SY, all District and State RTs successfully conducted at least one PDE3 course, with several District RTs completing more than one course.

The RTs also coordinated large district-wide events that were not included as part of their deliverable requirements. Of particular note are Pre-School Play Days, the Windward District Fitness Meet, and the Physical Education Fair Competition.

Here is a summary of the HHI deliverables and professional development achievements from the 2012-2013 school year:

- 339 HHI professional development events were offered
- 638 unique participants were trained (teachers/staff)
- 12 District Workshops were conducted with 130 participants
- 13 PDE3 courses were conducted with 182 participants
- 5% increase in schools completing fitness tests (51 schools overall)
- 14,554 health and PE resources were available to borrow; 2,586 resources lent out
- 93 individual schools utilized the Lending Library resources
- 15 breakout sessions were available at the statewide conference with 81 participants
- 9 Model School action plans were implemented
- 1,381 Model School student surveys were collected; 14 teacher reflections completed

# Introduction

The role of the Healthy Hawaii Initiative Resource Teachers (HHI RTs) is to provide instruction, resources, and technical assistance for teachers and staff to support standards-based health and physical education in schools in accordance with the Hawaii Content and Performance Standards (HCPS III). Providing professional development opportunities in health education and physical education will allow for enhanced skills, knowledge, and mastery of curriculum material. This approach also promotes knowledge transfer to other teachers and students and offers the chance for the RTs to engage their colleagues in practical hands-on curriculum based activities.

To help evaluate the HHI school-based deliverables, the Hawaii Department of Health has a long-standing partnership with the HHI Evaluation Team (HHIET) at the University of Hawaii's Department of Public Health Sciences. HHIET is led by Principal Investigator Dr. Jay Maddock, and assisted by School Evaluation Coordinators, Becky Rodericks and Stephanie Lee, along with several graduate research assistants. Please refer to Appendix A for a detailed list of meetings, trainings, and technical assistance provided by the HHI Evaluation Team during the 2012-13 SY.

HHIET, DOE, and DOH work collaboratively on the development, implementation, and collection of evaluation data for school-based initiatives funded by the HHI contract. At the start of each school year, the HHI Schools team identifies topics that will be included in their work plan for the upcoming school year. HHIET helps ensure that the goals and deliverables are measurable and realistic.

Following each school year, HHIET prepares an annual evaluation report to summarize the outcomes of the HHI school-based deliverables. The primary audiences for this report are the Hawaii Department of Health and the Hawaii Department of Education. HHIET recommends that this annual evaluation report be used as a foundation for discussing appropriate goals and benchmarks for the 2013-2014 school year and beyond, and to acknowledge key strengths and areas for improvement. This evaluation report has several overall purposes and functions:

- Assess the implementation and success of the project deliverables and outcomes
- Reflect on areas of growth and improvement
- Assist in modifying benchmarks and objectives for future school years

## BACKGROUND: 2012-2013 SY

The following DOE positions are funded by the Healthy Hawaii Initiative and are essential to the implementation of the HHI deliverables on an annual basis.

- 1 State Health Education Resource Teacher
- 1 State Physical Education Resource Teacher
- 1 State Secretary
- 7 District Health/Physical Education Resource Teachers



**Figure 2:** HHI Team – DOH, DOE and HHIET

The DOE **Health and Physical Education Educational Specialist (HPE ES)** was responsible for providing leadership, support, and direction on the implementation of the HHI deliverables as well as facilitating professional development opportunities for the RTs. Other duties included coordinating monthly meetings to disseminate the latest updates in the field, and providing financial and administrative support.

As of June 30, 2012, Ann Horiuchi, retired from her position as the Acting Educational Specialist. Katherine Sakuda, Administrator from the Office of Curriculum, Instruction & Student Support (OCISS), provided leadership to the team until **Gregg Agena** was appointed as the new Acting Educational Specialist for health and PE on January 3, 2013.

The **two State RTs** provided knowledge, expertise and support in health and physical education at a statewide level. They worked closely with the HPE Educational Specialist and provided technical assistance to the District RTs as needed. Another primary responsibility of the State RTs was to review and align standards-based HE and PE curricula and lessons.

For the 2012-2013 SY, there were two changes to the **District RT team**. Maui RT, Lance Nanod retired from his position in December 2012, and Leeward RT, Julienne Nakano took a leave of absence in January 2013. There were no permanent replacements for Lance and Julienne during the Spring semester. There has not been a West Hawaii District RT for several years, but a new RT will be hired in the 2013-14 school year.

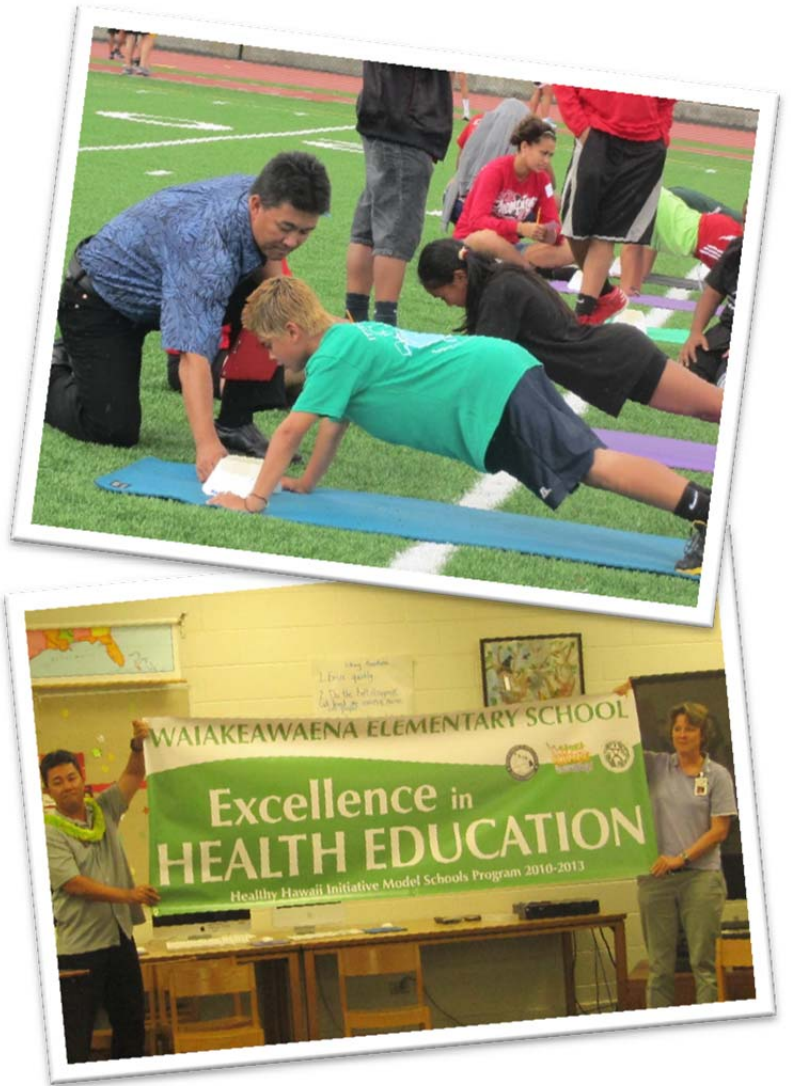
#### **ACTING HPE EDUCATIONAL SPECIALIST**

Gregg Agena

#### **STATE RESOURCE TEACHERS**

Physical Education: Lisa Hockenberger

Health Education: Cathy Kahooohanohano



**Figure 3:** Gregg Agena – Assisting at a fitness meet and at a Model School celebration

The **7 District RTs** took the lead in their respective Districts in providing instruction, technical assistance and professional development to teachers, administrators and staff. The District RTs instructed and/or facilitated workshops, faculty in-services, one-on-one training events, and any health and PE-related activity in their District. Each District RT was responsible for working with any or all of schools in their District. For some RTs, this may include more than 50 schools, while others work with less than 20 schools but have greater distances to cover. As a result, although the

RTs were required to meet certain deliverables, HHI events were not always organized uniformly in each District and instead were coordinated to meet the specific needs of their District.

Both District and State RTs also promoted the implementation of the Wellness Guidelines, assisted in the collection of school health survey data (e.g., Youth Risk Behavior Survey [YRBS] and Safety & Wellness Survey), and supported the evaluation process to monitor the effectiveness of HHI events in their District.

## **DELIVERABLES**

Over the years, the HHI school-based deliverables have focused predominantly on increasing professional development participation and reach across the state. In 2009, new District RT deliverables were developed to encourage a more structured approach that would promote more in-depth and meaningful outcomes. These deliverables were aligned with HHI's overall goals and objectives (for a visual summary, refer to the logic model in Appendix B). After three years of implementing seven deliverables, the HHI RTs decided to replace the Professional Learning Communities (PLC) deliverable with a new deliverable in the 2012-13 school year. PLC groups were comprised of teachers, administrators, staff, and RTs who worked in partnership to improve teaching techniques, student scholarship, or a particular area of interest. These differ from PDE3 courses in that teachers did not receive credit for participation. In previous years, the RTs found that the PLC groups had low participation and there was limited free time to successfully coordinate PLCs. As a result, the RTs decided to focus instead on a new Fitness Assessment deliverable. The seven District RT deliverables are listed below for the 2012-13 SY:

### **DISTRICT RESOURCE TEACHERS**

<u><b>District Name</b></u>	<u><b>Resource Teacher</b></u>
Central District	Yvette Ikari
East Hawaii District	Eileen Wagatsuma
Honolulu District	Denise Darval-Chang
Kauai District	Nancy Graf
Leeward District	Julienne Nakano
Maui District	Nathan "Lance" Nanod
Windward District	Curt Okimoto

1. Conduct a Minimum of 7 District Workshops
2. Conduct a Minimum of 9 PDE3 Courses
3. Increase the Number of Schools Participating in Fitness Tests
4. Create an Online Resource for Health Education & Physical Education Information
5. Expansion of 7 State and District Health Education & Physical Education Lending Libraries
6. Partner with an External Agency to Conduct 1 In-Kind Statewide Conference Related to Health Education and/or Physical Education
7. Establish a Minimum of 8 Model School Health Programs

Beginning in the 2010-11 SY, State RT deliverables were implemented to provide more structure and focus to the State RT position and statewide needs. Please refer to Appendix D for a full description of these deliverables, or see the abbreviated list below.

1. Provide support for District Resource Teachers
2. Offer at least two PDE3 courses for the 2012-2013 SY (one per RT)
3. Create curriculum alignment and assessment for HE and PE curriculum
4. Provide model schools support as content experts
5. Provide support and assistance to RTs and YRBS Coordinator in YRBS survey collection

The HHI Evaluation Team continues to work with the RTs to monitor and evaluate their deliverables. HHIET helps collect measurable data to track the progress and/or completion of the HHI deliverables. In order to provide an update on the status of their deliverables, the District and State RTs submit bi-annual progress reports to HHIET. District RTs were also accountable for gathering feedback and input from teachers, discussing facilitators and barriers to success, and identifying future goals and recommendations.

HHIET prepared sign-in sheets and evaluation forms for the RTs to distribute immediately following professional development training events. This allowed HHIET to gather information on the number of teachers and participants who received training at a district and statewide level, and also helped determine the impact of the training session (if surveys were distributed). Once HHIET received copies of the sign-in sheets, the Evaluation Team entered all of the data into their HHI schools database system, which is used to track professional development training events and participants taught by the HHI RTs. Many of the professional development numbers used in this report have been extracted from the database.

The HHI professional development training events have been categorized into four training levels: Overview, 101, 201, and 301. Overview trainings are brief meetings that introduce the standards or address a specific request from DOE personnel; 101-level trainings review standards-based curricula that have been aligned to HCPS III; 201-level trainings focus on record keeping, assessment, and curriculum mapping; 301-level trainings are the most advanced type of event that require evidence of teacher and student implementation. Please refer to Appendix C for a more detailed description of the health and PE training levels and criteria.

The data used to evaluate the deliverable-based activities comes primarily from the following four sources:

1. *HHI Schools Database*: This web-based data system stores information about deliverable-related activities and events that the HHI Resource Teachers conduct each school year. RTs submit sign-in sheets from their events to the HHI Evaluation Team. HHIET is responsible for entering the event details into the database.
2. *Surveys*: Surveys and evaluation forms are distributed after HHI training events to gather feedback, input, and outcome-related data. Surveys also collect information on demographics, lessons learned, and topics of interest for future trainings.

3. *Observations:* HHIET participates in meetings and training events with DOH and DOE, and also gathers data through direct observations during school site visits.

4. *Progress Reports and Training Logs:* District and State RTs provide semester end progress reports to HHIET to provide updates on their deliverables.

This evaluation report will describe the status and results of the HHI school-based deliverables that were accomplished in the 2012-13 school year. HHIET has removed any unnecessary information from this report that identifies specific schools, teachers, and students. HHIET hopes that the findings in this report will encourage ongoing discussions with DOH and DOE and will help facilitate the development of meaningful goals and benchmarks in future school years.

# 1

## District Workshops

Conduct a Minimum of 7 District Workshops (one per District): Health Education and Physical Education workshop topics will be selected based on input from classroom-based teachers, school administrators, and school complex level staff. The funds will pay for training materials, resources, and may be used for substitute teachers. Each RT is responsible for one workshop.

# 1. District Workshops

Each District RT was required to organize at least one health or physical education workshop in their District during the 2012-2013 school year (a minimum of seven workshops for the HHI team). State RTs also contributed to workshops by co-teaching or helping to provide content, materials, and resources.

In 2012-2013, there were 12 HHI District Workshops that were offered to DOE teachers and staff across the state. Leeward organized three workshops while Central, East Hawaii, and Maui held two workshops each. Honolulu, Kauai and Windward all offered one district-wide workshop. The first workshop took place in August 2012 and the last workshop was held in April 2013. Of the 12 District Workshops, seven were held in the Fall semester, and five were held in the Spring semester. Table 2 summarizes the types of District Workshops that were offered including the training topic, type of training (e.g., HE or PE), level of training (e.g. 101 or 201), number of participants, and any additional RTs or colleagues who assisted with the instruction. The majority of the workshops (n=6) focused on health education curriculum (e.g., Healthteacher.com, Positive Prevention), followed by physical education workshops (n=5), and one workshop focused on a combination of health and PE. The workshops were primarily held at the 101 training level, although two of Central's workshops were offered at the 201 training level. There were a total of 130 participants that attended these HHI District Workshops.

**Table 2:** Overview of District Workshops, 2012-2013 SY

District	Training Topic	Training Type	Training Level	Assisting Instructors	Number of Participants (n=130)
<b>Leeward (3)</b>	1. Introduction to Tennis	PE	101	Sheila Kurosu	18
	2. FLASH Curriculum*	HE	101	Cathy Kawamura	13
	3. Introduction to Tennis	PE	101	Sheila Kurosu	11
<b>Central (2)</b>	4. High School Health and PE*	HPE	201	Gregg Agena, Lisa Hockenberger, Curt Okimoto	10
	5. Curriculum Alignment and National Board Certification in PE	PE	201	Lisa Hockenberger	3
<b>East Hawaii (2)</b>	6. Signs of Suicide and SafeTalk*	HE	Overview	N/A	12
	7. Positive Prevention for Special Populations	HE	101	Cathy Kawamura	5
<b>Maui (2)</b>	8. Child Sexual Abuse Curriculum Training	HE	101	Jennifer Mitchell	13
	9. Positive Prevention for Special Populations	HE	101	Cathy Kawamura	6
<b>Honolulu (1)</b>	10. Healthteacher.com*	HE	101	N/A	23
<b>Kauai (1)</b>	11. PE New Teacher Induction*	PE	101	N/A	8
<b>Windward (1)</b>	12. PE Teacher Training - Curriculum and Instruction*	PE	101	Gregg Agena, Lisa Hockenberger	8

\*Indicates an evaluation report has been prepared by HHIET

The HHI RTs were responsible for collecting the following data for District Workshops: registration forms, post-test evaluations, and sign-in sheets. This information was then shared with the HHI Evaluation Team to assess and monitor attendance, evaluate the usefulness of the training, and determine if any knowledge change took place as a result of the workshop. HHIET prepared summary evaluation reports that were distributed to DOE, DOH, and the District RT who organized the training event. If the RTs collected data for more than one workshop, HHIET prepared an additional report if the response rate was large enough. The HHI Evaluation Team produced workshop reports for 6 out of 12 workshops. All District RTs received a summary evaluation report except for Maui because surveys were not collected at these particular workshops.



**Figure 4:** Pre-K and Elementary PE Workshop

## PARTICIPANT BACKGROUND

The next three tables display the characteristics of the participants that attended the workshops. This information was compiled from the sign-in sheets that the RTs collected. Table 3 illustrates that across the seven Districts, participants from every grade level attended the workshops, with more than half of the workshop attendees teaching or working at elementary schools (n=72, 55.4%). Table 4 shows that elementary school teachers were the largest participant group (n=36, 27.7%). The HHI District Workshops were able to reach teachers and staff in every District across the state. Only one District (Kauai) reached participants in every Complex Area through their workshops. In the other seven Districts, there were several Complexes without any workshop participants. These Complex Areas should be targeted by the RTs for future training sessions. The distribution of participants by District and Complex Area is shown in Table 5 with Leeward having the largest number of workshop attendees (n=41, 35.3%).

*"I really enjoyed the workshop. It helped me as a teacher to improve my lessons in health. The workshop also helped me to think about how my health habits are on display for my students. I display good health habits, but it reminded me to talk about what to eat, how much sleep to get, and that we set goals all our lives."*  
*- 2<sup>nd</sup> grade teacher*

**Table 3:** What age level do you teach/work with?

Grade	TOTAL (n=130)	% (100.1)
Elementary	72	55.4
Middle	21	16.2
High	33	25.4
Multiple	4	3.1

**Table 4:** What content area(s) do you teach/work in?

Content Area	TOTAL (n=130)	% (100)
Elementary School Teacher	36	27.7
Physical Education Teacher	22	16.9
Other Non-Teacher	21	16.2
Counselor	12	9.2
Health and PE Teacher	11	8.5
Special Education Teacher (SPED)	9	6.9
Instructional Resource Augmentation (IRA)	7	5.4
Health Teacher	6	4.6
Other Classroom Teacher	6	4.6

**Table 5:** What District and Complex do you teach/work in? (n=116)

Honolulu (23)	Central (12)	Leeward (41)	Windward (9)	West Hawaii (2)	East Hawaii (14)	Maui (7)	Kauai (8)
Kaimuki (12)	Radford (7)	Pearl City (28)	Kahuku (4)	Honokaa (1)	Hilo (11)	Maui (4)	Kauai (4)
Roosevelt (4)	Aiea (2)	Waipahu (8)	Kalaheo (4)	Kealahoe (1)	Keaau (2)	Kekaulike (2)	Waimea (3)
Farrington (4)	Mililani (2)	Campbell (4)	Castle (1)	Kohala (0)	Pahoa (1)	Lanai (1)	Kapaa (1)
Kalani (2)	Moanalua (1)	Nanakuli (1)	Kailua (0)	Konawaena (0)	Waiakea (0)	Baldwin (0)	
Kaiser (1)	Leilehua (0)	Kapolei (0)			Kau (0)	Hana (0)	
McKinley (0)*	Waialua (0)	Waianae (0)			Laupahoehoe (0)	Lahaina (0)	
						Molokai (0)	

\* School Complexes that did not have any District workshop participants were shaded in light blue.

**Figure 5:** Introduction to tennis

## GENERAL WORKSHOP EVALUATION

Overall, the District Workshops were well received. In addition to evaluating if the content was useful, if the presenters were well informed, and if the workshop objectives were met, respondents were also asked to rate their competency in various areas of Health and Physical Education Standards (e.g., Standards based toolkit, lessons, assessments, record keeping, and grading). Respondents indicated if they were (1) Unaware, (2) Aware, (3) Knowledgeable, or (4) Proficient in each professional development area. After participating, most respondents reported their proficiency in the H/PE Standards as either *Aware* or *Knowledgeable*. Individual workshop results can be requested from the HHI Evaluation Team. Please refer to Appendix E to see a complete list of District Workshop reports and other HHI reports that are available.

## LESSONS LEARNED

District Workshop participants were asked to name the most important thing that they learned at the workshop and how they will apply it to their classroom. There were 92 responses in total that were grouped into 11 themes. The most frequently mentioned theme related to the website “Healthteacher.com” (Table 6; n=15). This was followed closely by “Curriculum, Lessons, and Activities” (n=12) and “Sharing Knowledge and Resources” (n=12). Please see Appendix F for a detailed list of lessons learned during District Workshops.

**Table 6:** Lessons learned

THEMES	(n=92)
Healthteacher.com	15
Curriculum, Lessons, and Activities	12
Sharing Knowledge and Resources	12
Assessment and Technology	10
Video Use	8
Stress Reliever – Breathing Exercise	8
Suicide Prevention	7
Standards and Curriculum	6
Common Core	3
Awareness and New Knowledge	3
Other	8

## FUTURE TOPIC SUGGESTIONS

Respondents were asked to list three topic areas that they would be interested in learning more about for future workshops. There were 90 recommendations for workshop topics that were grouped into 20 themes (Table 7). The two most frequently requested workshop topics were “Physical Education Lessons and Activities” (n=11) and “Nutrition” (n=11). Please see Appendix G for a detailed list of specific recommended workshop topics.

**Table 7:** Future topics

THEMES	(n=90)
Physical Education Lessons and Activities	11
Nutrition	11
Chronic Disease Prevention and Control	7
Integrating PE	7
Technology	6
Abuse	6
Online Resources	4
Bullying	4
Sex Education	4
Assessments	3
Hygiene	3
Mental and Emotional Health	3
Health and School Performance	2
Healthy Living	2
Other Resources	2
Self-improvement Techniques	2
Substance Abuse	2
Health and PE	1
Recess	1
Other	9

## HHIET COMMENTS AND RECOMMENDATIONS

All seven of the District Resource Teachers organized a workshop in their District during the 2012-2013 SY, giving this deliverable a successful completion rate.

HHIET has shared the complete list of future workshop topics with each of the RTs. It is recommended that the RTs refer to this list during the 2013-14 SY to assist in selecting training topics that have been requested by previous workshop participants.

*"I enjoyed the  
(Healthteacher.com)  
workshop because Denise made  
it fun and non-threatening."  
– Secondary Teacher*

Similar to previous years, several of the District Workshop topics do not relate directly to the HHI objectives. Although FLASH Curriculum, Positive Prevention, and Signs of Suicide are very important health topics that will benefit the overall health and well-being of students, HHIET recommends that the RTs tailor their workshops more specifically to reflect the HHI goals that are related to physical activity, nutrition, and tobacco education.

Is there a workshop or curriculum topic that the RTs should all teach during a given school year (e.g., healthteacher.com) or is it best to allow flexibility for RTs to decide on a relevant topic? In addition, it would be helpful if the RTs could identify specific goals for this workshop deliverable. Is there a target audience that these workshops should aim to reach (e.g., HPE teachers, counselors)? In the past, HHIET has recommended that the RTs target a minimum number of workshop participants. HHIET continues to make this recommendation because the attendance greatly varies at the workshops (range of 3 individuals to 23 individuals in the 2012-13 SY). Establishing a minimum of at least 10 participants is realistic to ensure that the RTs time is being utilized well and to assist the RTs in reaching more teachers/staff for professional development. Furthermore, several of the Districts tend to target only one or two specific schools within their District for the workshop. Would it be possible to target at least one teacher from each Complex Area to ensure an adequate distribution of schools are represented at the workshop?

The HHI Evaluation Team has assisted with the distribution of post-only workshop surveys and the compilation of District Workshop reports for the RTs for many years. Are these surveys and reports still useful to the RTs? It is good to re-assess the deliverables and evaluation goals on a regular basis, therefore if the RTs feel that the surveys are time consuming and do not offer enough valuable information to the team, then alternative forms of data collection should be discussed.

One final recommendation for the District Workshops is to increase the training levels from 101 to 201 depending on the topic offered and the needs and background of the participants. A further discussion about workshop goals should be initiated when planning for the 2013-2014 workshops.

# 2

## **PDE3 Professional Development Education, Empower, and Excel**

Conduct a Minimum of 7 PDE3 Courses (at least one per District): The Professional Development Educate, Empower, and Excel (PDE3) program is the mechanism by which the DOE offers professional development workshops for credits toward teacher re-certification. Courses are offered during out-of-school time, and therefore there are tremendous cost savings (over conferences and workshops that occur during the normal school day) because substitute teacher costs are not necessary. PDE3 courses will provide in-depth professional development in curricula (Health Education, Nutrition Education, and/or Physical Education) for public school teachers. These courses will provide the groundwork for curriculum implementation.

## 2. Professional Development Educate, Empower, and Excel (PDE3)

PDE3 courses provide an in-depth professional development opportunity for Hawaii DOE teachers. A minimum of 16 to 24 hours of contact time (2-3 credits) are required outside of regular school hours. As a PDE3 instructor, the RTs provide classroom instruction, technical assistance and additional support as needed. In order to be eligible to receive teacher re-certification credits, all participants must submit learning portfolios and complete an online evaluation. This mandatory feedback component places this course at the 301-level. PDE3 courses are the only type of professional development offered by HHI that requires evidence of implementing the new materials/curriculum into the classroom. A large time commitment is required to compile the learning portfolios, which consist of lesson plans, assessment rubrics, examples of student work, and teacher reflections.

Both State and District RTs are required to conduct at least one PDE3 course during the school year (9 total). During the 2012-13 SY, the HHI team successfully conducted 13 PDE3 courses, with all Districts holding at least one PDE3 course. Seven courses were held in the Fall semester, five courses in the Spring semester, and one course was spread out over both semesters (Table 8). Approximately 182 participants completed and received credit for participating in a PDE3 course during the 2012-13 SY.

**Table 8:** PDE3 courses, 2012-13 SY

<b>District (# of courses)</b>	<b>PDE3 Title</b>	<b>Semester</b>	<b>Participants (n= 182)</b>
<b>State (3)</b>	Folk, Square, and Thematic Dance for Elementary School Age Children	Fall 2012	16
	Nuts and Bolts of Physical Education	Spring 2013	26
	The New Bully Free Classroom	Spring 2013	14
<b>Central (2)</b>	National Board Professional Teaching Standards for PE 1 and 3	Fall 2012	3
	National Board Professional Teaching Standards for PE 2 and 4	Fall 2012	3
<b>East Hawaii (2)</b>	Integrating the HEAP Database and Health and Reading Level II	Fall 2012	12
	Physical Education Integration with Academic Beats/Drums Alive	Fall-Spring	3
<b>Kauai (2)</b>	Healthteacher.com	Spring 2013	24
	National Board Professional Teaching Standards	Spring 2013	1
<b>Honolulu (1)</b>	Healthteacher.com	Fall 2012	19
<b>Leeward (1)</b>	User-Friendly Strategies and Skills that Promote Health and Physical Education for Elementary Schools	Fall 2012	23
<b>Maui (1)</b>	Assessing Health Related Fitness through FitnessGram/ActivityGram	Fall 2012	21
<b>Windward (1)</b>	K-12 Health Education Applications	Spring 2013	17

The HHI PDE3 courses were able to reach teachers and staff in every District, except for West Hawaii because there was no West Hawaii RT in the 2012-13 SY. Honolulu, Windward and Kauai Districts successfully reached participants in every Complex Area through their PDE3 courses. In the other four Districts (Central, Leeward, East Hawaii and Maui), there were several Complex Areas without any PDE3 participants. Similar to the District Workshops, these Complex Areas should be targeted for future PDE3 events. The distribution of participants by District and Complex is shown in Table 9 with Central having the largest number of PDE3 attendees (n=46, 25.3%).

**Table 9:** What District and complex do you teach/work in? (n=182)

Honolulu (24)	Central (46)	Leeward (30)	Windward (21)	West Hawaii (0)	East Hawaii (15)	Maui (21)	Kauai (25)
Roosevelt (8)	Radford (20)	Campbell (15)	Castle (9)	Honokaa (0)	Waiakea (7)	Maui (10)	Kauai (15)
Farrington (4)	Moanalua (13)	Waipahu (9)	Kahuku (6)	Kealakehe (0)	Keaau (5)	Baldwin (6)	Waimea (8)
Kaiser (4)	Mililani (11)	Kapolei (5)	Kalaheo (3)	Kohala (0)	Hilo (1)	Lahaina (3)	Kapaa (2)
Kaimuki (3)	Aiea (2)	Pearl City (1)	Kailua (3)	Konawaena (0)	Kau (1)	Kekaulike (2)	
Kalani (3)	Leilehua (0)*	Nanakuli (0)			Pahoa (1)	Hana (0)	
McKinley (2)	Waialua (0)	Waianae (0)			Laupahoehoe (0)	Lanai (0)	
						Molokai (0)	

\* School complexes that did not have any PDE3 participants were shaded in light blue.

A variety of evaluation data was collected from the PDE3 courses including a 6-item pre-post evaluation, an online survey, portfolio submission, reflection forms, and sign-in sheets. The data is used to assess attendance, the usefulness of the training, knowledge change, and to determine if the training material was successfully implemented into the classroom. On the first and last day of each PDE3 course, the RTs distribute pre-post evaluations to the participants. Data was available for all of the PDE3 courses except for one (Honolulu District, Fall 2012, post-tests unavailable).

On the pre-post survey, participants were instructed to rate their confidence and ability on six tasks, where: *1 = Not at all confident; 2 = Somewhat confident; 3 = Confident; and 4 = Very confident* (Figure 7). The highest possible score is 24 if participants indicated being *Very confident* in all six task areas (Figure 7). In all 13 of the PDE3 courses in the 2012-13 SY, the average post-test score was higher than the pre-test score, indicating that knowledge increased by the end of the course. Table 10 displays the average scores for each course and provides both the pre and post evaluation scores (and standard deviation).



**Figure 6:** Maui PDE3 course, Fall 2013

1. I can use benchmark maps to select specific HCPS III physical education benchmarks.
2. I can use physical education benchmarks to teach.
3. I can create and use performance assessment tasks to assess whether or not students meet the HCPS III benchmarks in PE.
4. I can design rubrics for my assessment tools.
5. I can use student work to plan re-teach, and evaluate my program.
6. I can evaluate student learning by using student work.

**Figure 7:** PDE3 pre-post survey items

**Table 10:** PDE3 pre-post results

<b>1. Central:</b> National Board for PE 1 and 3	
<b>Dates</b>	09/10/12 to 12/03/12
<b>Grade Level</b>	K-12
<b>Content Area</b>	Physical Education
<b>Instructor/RT</b>	Yvette Ikari, Lisa Hockenberger
<b>Pre-test</b> N=3 18.3 (4.5)	<b>Post-test</b> N=3 <b>23.0 (1.7)</b>

<b>2. Central:</b> National Board for PE 2 and 4	
<b>Dates</b>	09/17/12 to 12/10/12
<b>Grade Level</b>	K-12
<b>Content Area</b>	Physical Education
<b>Instructor/RT</b>	Yvette Ikari, Lisa Hockenberger
<b>Pre-test</b> N=3 15.7 (6.4)	<b>Post-test</b> N=3 <b>21.7 (3.2)</b>

<b>3. East Hawaii:</b> Integrating the HEAP Database and Health & Reading Level II	
<b>Dates</b>	09/04/12 to 12/04/12
<b>Grade Level</b>	K-12
<b>Content Area</b>	Health Education
<b>Instructor/RT</b>	Eileen Wagatsuma
<b>Pre-test</b> N=6 11.7 (4.3)	<b>Post-test</b> N=6 <b>19.5 (2.3)</b>

<b>4. Honolulu:</b> Healthteacher.com	
<b>Dates</b>	10/04/12 to 10/05/12
<b>Grade Level</b>	K-12
<b>Content Area</b>	Health Education
<b>Instructor/RT</b>	Denise Darval-Chang
<b>Pre-test</b> N=20 15.9 (4.1)	<b>Post-test</b> N/A

<b>5. Leeward:</b> User-Friendly Strategies and Skills that Promote HPE for Elementary Schools	
<b>Dates</b>	10/25/12 to 12/27/12
<b>Grade Level</b>	K-6
<b>Content Area</b>	Health & PE
<b>Instructor RT</b>	Julienne Nakano
<b>Pre-test</b> N=22 13.7 (0.76)	<b>Post-test</b> N=22 <b>21.0 (0.52)</b>

<b>6. Maui:</b> Assessing Health Related Fitness through FitnessGram/ActivityGram	
<b>Dates</b>	10/18/12 to 12/04/13
<b>Grade Level</b>	K-12
<b>Content Area</b>	Physical Education
<b>Instructor/RT</b>	Lance Nanod
<b>Pre-test</b> N=19 17.7 (3.7)	<b>Post-test</b> N=19 <b>22.3 (2.1)</b>

<b>7. State:</b> Folk, Square, and Thematic Dance for Elementary School Age Children	
<b>Dates</b>	09/27/12 to 11/29/12
<b>Grade Level</b>	K-6
<b>Content Area</b>	Physical Education
<b>Instructor/RT</b>	Lisa Hockenberger/APEs*
<b>Pre-test</b> N=16 17.1 (2.9)	<b>Post-test</b> N=16 <b>21.1 (2.6)</b>

<b>8. East Hawaii:</b> Physical Education Integration with Academic Beats/Drums Alive	
<b>Dates</b>	11/10/12 to 04/26/13
<b>Grade Level</b>	K-12
<b>Content Area</b>	Physical Education
<b>Instructor/RT</b>	Eileen Wagatsuma/Carrie Ekin
<b>Pre-test</b> N=2 17.5 (0.71)	<b>Post-test</b> N=2 <b>19.0 (1.4)</b>

\* APE's = Adapted Physical Education Resource Teachers (Lolly Romano, Sandy Oda and Delcy Saito)

9. Kauai: National Board Professional Teaching Standards	
<b>Dates</b>	01/12/13 to 04/26/13
<b>Grade Level</b>	K-12
<b>Content Area</b>	Physical Education
<b>Instructor/RT</b>	Nancy Graf
<b>Pre-test</b> N=1 20.0 (N/A)	<b>Post-test</b> N=1 24.0 (N/A)

10. Kauai: Healthteacher.com	
<b>Dates</b>	02/02/13 to 06/03/13
<b>Grade Level</b>	K-12
<b>Content Area</b>	Health Education
<b>Instructor/RT</b>	Nancy Graf
<b>Pre-test</b> N=18 14.2 (3.0)	<b>Post-test</b> N=18 22.7 (2.0)

11. Windward: K-12 Health Education Applications	
<b>Dates</b>	03/14/2013 to 05/30/2013
<b>Grade Level</b>	K-12
<b>Content Area</b>	Health Education
<b>Instructor/RT</b>	Curt Okimoto
<b>Pre-test</b> N=17 14.1 (2.2)	<b>Post-test</b> N=17 21.2 (2.0)

12. State: Nuts and Bolts of Physical Education	
<b>Dates</b>	01/15/13 to 06/11/13
<b>Grade Level</b>	K-12
<b>Content Area</b>	Physical Education
<b>Instructor/RT</b>	Lisa Hockenberger
<b>Pre-test</b> N=25 13.8 (2.7)	<b>Post-test</b> N=25 22.1 (2.5)

13. State: The New Bully Free Classroom	
<b>Dates</b>	01/08/13 to 04/16/13
<b>Grade Level</b>	K-12
<b>Content Area</b>	Health Education
<b>Instructor/RT</b>	Cathy Kahooahanohano
<b>Pre-test</b> N=13 14.9 (3.5)	<b>Post-test</b> N=13 21.4 (2.5)

*"The suggested pacing guide allowed time to focus on specific content, to go deep rather than skim many topics. Student engagement increased which allowed more focused attention on the lesson." – 5<sup>th</sup> grade teacher*

*"Thank you for sharing the HCPS II Matrix Scope and Sequence. The format helps us by suggesting which areas to focus on by grade level. It also helps us hit the Health Standards in a more manageable and systemic way! - 4<sup>th</sup> grade teacher*



**Figure 8:** Maui PDE3 course, Fall 2013

A second survey was administered through the DOE PDE3 website. Results from all of the courses were then provided to HHIET to summarize. Results were compiled for 11 out of the 13 PDE3 courses (based on the available results). Individual PDE3 course summaries can be attained either from OCISS or HHIET upon request. Most of the PDE3 participants indicated that the standards were met during their PDE3 courses (Table 11). Table 11 illustrates that of the 121 individuals who completed the online evaluation form, 79.6% stated that the course exceeded the standards (more than met, or met to a high degree), while 98.6% of respondents felt that the standards were met, more than met, or met to a high degree. Although this is a slight decrease from last year's percentages (83.1% and 99.2% respectively), overall, the results were still very favorable for the PDE3 courses.

**Table 11:** PDE3 online survey results – Were the standards met? (n=121)

TOPICS and CRITERIA	DOES NOT meet the standard	PARTLY meets the standard	MEETS the standard	MORE than meets the standard	Meets the standard to a HIGH DEGREE	TOTAL Responses
Focuses on the Hawaii Content and Performance Standards	1	1	25	37	57	121
Focuses on the School Standard Implementation Design	1	0	37	40	43	121
Focuses on Student Learning, Results-Oriented	1	1	22	38	59	121
Appropriate Content	1	0	21	39	59	120
On-going and Sustained	1	0	26	35	59	121
Active Engagement	1	0	11	44	64	120
Collegial	1	0	25	39	54	119
Job Embedded	1	1	24	38	56	120
Systemic Perspective	1	2	25	42	48	118
Client-Focuses and Adaptive	1	1	18	44	56	120
Incorporates Reflection	1	0	19	39	61	120
Requires Learning Portfolio From Each Participant	2	0	21	31	66	120
<b>TOTAL Responses</b>	<b>13</b>	<b>6</b>	<b>274</b>	<b>466</b>	<b>682</b>	<b>1,441</b>
<b>Percentage of TOTAL</b>	<b>0.9%</b>	<b>0.4%</b>	<b>19.0%</b>	<b>32.3%</b>	<b>47.3%</b>	<b>99.9%</b>

\*Please note that total percentages may not always equal 100.0 due to rounding

## COMMENTS, SUCCESSES/BARRIERS, AND RECOMMENDATIONS

Teachers were asked to share any open-ended comments about the course to provide additional feedback and suggestions for improvements. These comments are organized by course in Appendix H.

Overall, it was demonstrated that the PDE3 courses were a successful means of increasing knowledge of health education and physical education standards as shown through pre-post tests and learning portfolios.

*"The interactive presentation and lesson activities helped to give students additional background on the topic and helped them to learn health concepts and practice the health skills (i.e. - goal setting activity)." - 4<sup>th</sup> grade teacher*

# 3

## Fitness Assessment

Fitness Assessment: Encourage and provide support for the administration of fitness testing in elementary and secondary schools in all districts. Increase the number of schools participating by 10% during 2012-13 SY.

# 3. Fitness Assessment

For the 2012-13 school year, the HHI Resource Teachers collectively decided to add a new deliverable to their work plan. This deliverable focused on physical fitness assessments at individual schools. The role of the RT was to encourage and provide support for the administration of fitness assessments. These fitness tests emphasized health-related fitness and not performance-based or skills-based fitness assessment. Fitness tests are conducted twice a year and can measure muscular strength, muscular endurance, flexibility, and aerobic capacity. The five common assessments that are implemented in Hawaii to test students' fitness levels are:

1. Curl-ups (with cadence)
2. Push-ups (with cadence)
3. Sit and reach (flexibility test)
4. Pacer test or mile run (aerobic capacity)
5. Trunk lift (optional)

**Figure 9:** Left to right - flexed arm hang, sit and reach, 200 meter race



The HHI RTs established a statewide goal of increasing the number of schools participating in fitness assessments by 10% during the 2012-13 SY. In order to determine if a 10% increase had been met, the RTs gathered baseline information from the 2011-12 SY. Baseline data was unavailable for Leeward and West Hawaii Districts, so these schools were excluded from the calculations (n=193 instead of n=254 schools). Table 12 provides a two-year comparison of the number of schools in each District that completed fitness tests. In the 2011-12 SY, 42 schools completed fitness tests (21.8%), and this increased to 51 schools in 2012-13 (26.4%). Overall, three Districts increased the number of schools participating in fitness assessments and three Districts stayed the same.

*"Thank you for coming to our school and teaching us about being fit and measuring our fitness levels. I was seriously tired after I did the running on the courts! The testing also helped me know things that I did not know about myself like how far I can stretch or how much pushups I can do. Thank you!"*  
- Elementary student

**Table 12:** Schools completing fitness assessments, 2011-2013 (n=193)













District	# of schools conducting fitness tests 2011-12 SY	# of schools conducting fitness tests 2012-13 SY	Annual Change
Honolulu	TOTAL = <b>6 schools</b> (6/53 schools = <b>11.3%</b> )	TOTAL = <b>10 schools</b> (10/53 schools= <b>18.9%</b> )	
Kauai	TOTAL = <b>6 schools</b> (6/16 schools= <b>37.5%</b> )	TOTAL = <b>7 schools</b> (7/16 schools= <b>43.8%</b> )	
Maui	TOTAL = <b>4 schools</b> (4/30 schools= <b>10.0%</b> )	TOTAL = <b>8 schools</b> (8/30 schools= <b>26.7%</b> )	
Windward	TOTAL = <b>12 schools</b> (12/30 schools= <b>40.0%</b> )	TOTAL = <b>12 schools</b> (12/30 schools= <b>40.0%</b> )	
Central	TOTAL = <b>14 schools</b> (14/42 schools = <b>33.3%</b> )	TOTAL = <b>14 schools</b> (14/42 schools= <b>33.3%</b> )	
East Hawaii	TOTAL = <b>0 schools</b> ( <b>22 schools</b> )	TOTAL = <b>0 schools</b> ( <b>22 schools</b> )	
STATE TOTAL	<b>42 schools</b> (42/193 schools= <b>21.8%</b> )	<b>51 schools</b> (51/193 schools = <b>26.4%</b> )	

Table 13 displays the number of schools that completed fitness assessments categorized by school type (elementary, middle or high). Almost half of all middle schools are currently completing fitness tests (48.3%) followed by high schools (28.0%), elementary schools (22.0%), and multiple grade level schools (16.7%).

**Table 13:** Schools completing fitness assessments by school type, 2011-2013, (n=193)

Type of School	# of schools conducting fitness tests 2011-12 SY	# of schools conducting fitness tests 2012-13 SY	Annual Change
Elementary	TOTAL = <b>21 schools</b> (21/127 schools = <b>16.5%</b> )	TOTAL = <b>28 schools</b> (28/127 schools = <b>22.0%</b> )	
Middle/Intermediate	TOTAL = <b>12 schools</b> (12/29 schools = <b>41.4%</b> )	TOTAL = <b>14 schools</b> (14/29 schools = <b>48.3%</b> )	
High	TOTAL = <b>7 schools</b> (7/25 schools = <b>28.0%</b> )	TOTAL = <b>7 schools</b> (7/25 schools = <b>28.0%</b> )	
Multiple (K-12, K-8)	TOTAL= <b>2 schools</b> (2/12 schools = <b>16.7%</b> )	TOTAL= <b>2 schools</b> (2/12 schools = <b>16.7%</b> )	
STATE TOTAL	<b>42 schools</b> (42/193 schools= <b>21.8%</b> )	<b>51 schools</b> (51/193 schools = <b>26.4%</b> )	

## HHIET COMMENTS AND RECOMMENDATIONS

Overall, the number of schools implementing fitness assessments across the state increased from 42 schools to 51 schools in the 2012-13 SY. Three out of the eight Districts (Honolulu, Kauai and Maui) increased the number of schools completing fitness tests, while three Districts neither increased or decreased the number of schools that completed fitness tests (Windward, Central, East Hawaii). Data was not available for two Districts (Leeward and West Hawaii).

The HHI RTs fell short of meeting their 10% goal of increasing the number of schools participating in fitness assessments. In the 2011-12 SY, 21.8% of schools completed fitness tests. In order to meet the 10% goal, the state would need to reach 31.8% of schools in the 2012-13 SY. By May 2013, 26.4% of schools were implementing fitness tests for an increase of 4.6%.

HHIET recommends that the RTs continue to set specific goals for fitness testing each year. For example, will the HHI team still aim to meet this 10% increase in the 2013-14 SY? Are there realistic long-term goals such as having 50% of the schools statewide implementing fitness tests within three years or 100% of schools implementing fitness tests within five years? Or does the HHI team prefer to focus on goals for certain grade levels (i.e., ensure that 100% of high schools are conducting fitness assessments within three years)?

HHIET also recommends that *all* Districts increase the number of schools completing fitness tests as opposed to only several Districts demonstrating an increase. Furthermore, when the new Leeward and West Hawaii RTs join the team in Fall 2013, it is recommended that they help collect baseline data for their Districts.

*"Thank you for coming to our school so you could analyze our active performance levels. It was very helpful and allowed me to see what I needed to improve on. Seeing my results let me become more flexible and strong while still holding my endurance. Taking this test was very interesting and fun while still being important. I hope that you do the same to many schools around O'ahu."*

*– Elementary Student*



**Figure 10:** East Hawaii RT assisting with sit and reach

The HHI team should also determine the best method for collecting and storing fitness data. Collecting, storing and analyzing physical fitness data is an important step in the commitment it takes to improve the quality of physical education for students.

Tracking fitness data over time allows students and families to see individual growth and also allows teachers the possibility to enhance their curriculum by reviewing class data. Aggregating data at a district, complex or statewide level may also prove useful to Hawaii DOE. It is well documented in national research that there is a positive association between students' physical activity levels and academic performance<sup>1-6</sup>. As a result, the RTs may be able to analyze fitness data with test scores, attendance rates, and disciplinary rates to explore the relationship of these factors for students in Hawaii. If successfully integrated with the PE curriculum, fitness assessments can improve educational opportunities for students and also demonstrate the lifelong value of health-related fitness.

# 4

## Online Resource for Health and Physical Education

Develop and Expand the Online Resource for Health Education and Physical Education Information: This online resource will supplement the DOE's existing efforts to develop online instructional maps to support teachers in developing standards-based lessons. Materials from past professional development opportunities will be consolidated and to the greatest extent possible be included in the online tools. Such materials may include Word and PDF files, Power Point presentations, video clips, and information on various Health Education and Physical Education curricula and resources for purchase by schools.

# 4.

## ONLINE RESOURCE FOR HEALTH AND PHYSICAL EDUCATION

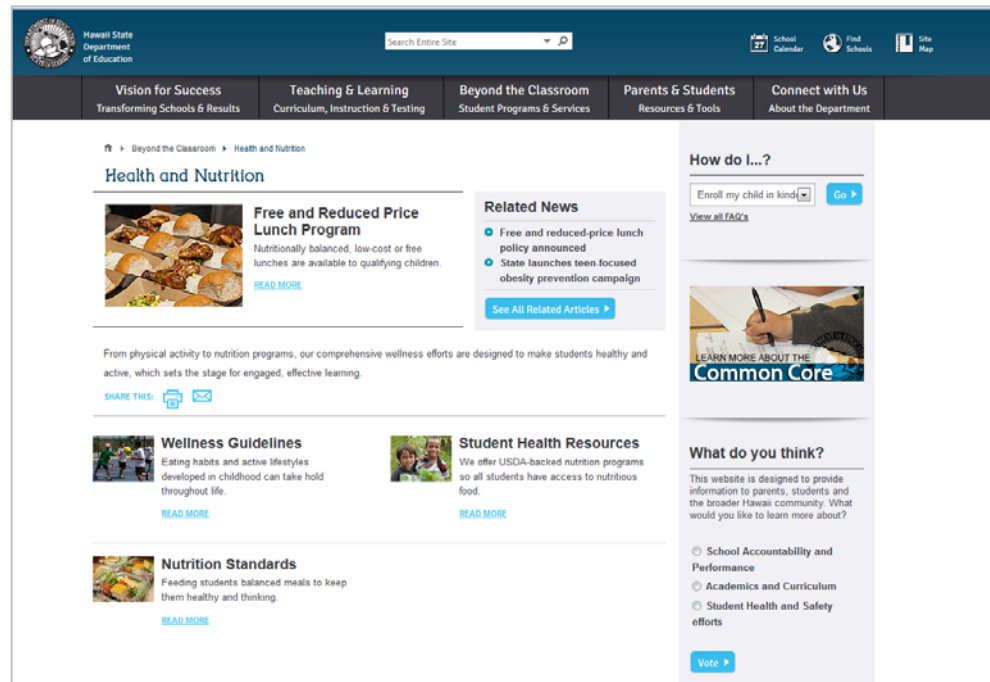
The development of the HHI Health and PE Online Resource (website) began in 2009 and it has since remained an ongoing process. An independent website developer was initially contracted outside of Hawaii to help complete this project. The contractor and RTs did not make any progress with this deliverable from 2009-2011. In the 2011-2012 SY, the HPE Educational Specialist and the State RTs took the lead on completing this deliverable. The HHI team began working internally with DOE to develop a draft website through the Department of Education's Lotus Notes System. The intent of the HHI Online Resource was aimed at two different types of users: the general public and DOE staff.

The website remained in the developmental phase throughout the 2012-13 SY while the HPE ES and State RTs worked with DOE to establish protocol and procedures for uploading content to DOE approved websites. To date, the HHI RTs have not populated the website with any information or resources. The State RTs have been continuously gathering health, nutrition, and PE resources to meet one of their own deliverables of collecting a minimum of one resource per month. It is not clear whether the District RTs have also been gathering resources, or if they are waiting until the website is finished.

The Hawaii DOE website was redesigned at the start of the 2013-14 SY. This is a public website where teachers, parents, students and community members can access data, success stories, information on curricula and instruction, and an overview of student programs and services. Health and nutrition

information can be accessed in the "Beyond the Classroom" section at the following URL: <http://www.hawaiipublicschools.org/BeyondTheClassroom/HealthAndNutrition/Pages/Home.aspx>.

Figure 11: Updated Hawaii DOE website



The HHI RTs intend to continue with the creation of their own website, which will include more in-depth information regarding health and PE resources for DOE personnel. The RTs plan to include topics and resources that are relevant not only statewide, but also that provide current resources and professional development opportunities that are available in each district.

## **HHIET COMMENTS AND RECOMMENDATIONS**

The development of the Online Resource is one of two deliverables that was not completed in the 2012-13 SY. Due to the technological expertise that is required to complete this task, the RTs have yet to make significant progress on this deliverable in the last four years. HHIET recommends that the RTs aim to make this deliverable a priority for the 2013-14 school year. In order to facilitate the advancement of this deliverable, there are several questions that should be addressed by the HHI team.

- What are the specific goals of the website? There should be agreement on the goals of the website before any content is uploaded. HHIET recommends that the RTs compile a detailed outline of the website content early in the 2013-14 school year. Although there have been discussions about the website at team meetings, it would be helpful to create a document that itemizes the content and topics that will be included on the website. Some potential topics and questions to consider are the following:
  - Will this website provide a calendar of upcoming HHI training events?
  - What types of information will be shared about evidence-based health and physical education curricula (e.g., SPARK, etc.)?
  - Will the RTs upload agendas and PowerPoint slides from their workshops and professional development training events?
  - Will all District RTs be required to upload similar information?
- Who will be responsible for maintaining and updating the website? Will the District RTs send all of their materials to the State RTs or an OCISS representative for approval? Who will then be responsible for uploading the final materials? When creating an outline of the website content, the RTs should also consider listing the step-by-step process and protocol for uploading materials onto the website.

# 5

## Lending Libraries

Expansion of State and District Health Education and Physical Education Lending Libraries (one per District): The expansion shall include purchased instructional resources that support DOE's Hawaii Content and Performance Standards III.

# 5. LENDING LIBRARIES

District Resource Teachers were responsible for monitoring health and PE materials, resources, and equipment in their District. It is referred to as a Lending Library because the RTs lend out equipment from their District library to schools and teachers to borrow upon request. If a PE teacher had an upcoming unit on tennis, and they did not have enough equipment available for the entire class, they could request additional rackets and balls from their District RT. This promotes more active participation in class and less waiting time for students. In addition, the District RTs also have large equipment items available in their Lending Library that are too difficult for most individual schools to purchase or find storage for on-site.

To help evaluate this deliverable, the District RTs compiled an inventory of resources and kept an annual log of items that were borrowed by teachers and staff during the school year. HHIET organized the Lending Library inventories according to District and then categorized the resources into four main groups (PE, HE, Technology, and Miscellaneous resources; see Table 14). The four categories have been divided into the sub-headings of *curriculum* and *equipment* to help identify the different types of items that are available.



Figure 12: PE equipment cart

**PE Curriculum** resources include books and training materials that are related to physical activity, physical education, fitness, and sports. **PE Equipment** includes a wide range of equipment items such as indoboards, trikkies, geomats, basketballs, cones, and hula hoops.

**HE Curriculum** resources refer to books, training manuals and resources that are related to health and wellness. **HE Equipment** consists of visual aids, games, or props used for health education.

The category of **Technology Curriculum** consists of technology related materials that help complement or assist in the instruction of HE and PE (e.g., CDs, DVDs, guidebooks, fitnessgram software). Items included as **Technology Equipment** refer to heart rate monitors, Wii consoles, and pedometers.

The last category is **Miscellaneous Resources** which is designated for various items unrelated to Technology, PE, or HE (e.g., AA batteries, books focusing on general education).



Figure 13: Indoboards

Resources were itemized on an individual basis so that 10 soccer balls were counted as 10 PE equipment items and not 1 overall equipment item of soccer balls. A total of **14,554 resources** were reported from all seven District inventories (Table 14). This is an increase of about 1,500 resources from last year. In the 2012-13 SY, the category of **PE Resources** (curriculum and equipment combined) comprised the largest category of resources (**63.3%; 9,217 resources**).

Table 15 summarizes the *usage* of the Lending Library during the 2012-2013 school year. In six Districts, PE materials were shared more frequently than HE or Technology materials with a total of **1,898 PE items** being requested throughout the school year. When including all PE, HE, and Technology resources, a total of **2,586 materials** were requested by all of the schools across the state (this decreased from 3,769 materials last year).

**Table 14:** HE/PE inventory of library resources and materials, 2012-13 SY

Resources	Central	Leeward	Maui	E. Hawaii	Honolulu	Kauai	Windward	TOTAL
PE Curriculum	414	17	60	75	176	20	-	<b>762</b>
PE Equipment	3,525	1,437	499	176	2,606	149	63	<b>8,455</b>
<b>TOTAL PE</b>	<b>3,939</b>	<b>1,454</b>	<b>559</b>	<b>251</b>	<b>2,782</b>	<b>169</b>	<b>63</b>	<b>9,217</b>
HE Curriculum	207	-	520	108	270	21	24	<b>1,150</b>
HE Equipment	74	-	12	4	2,432	5	-	<b>2,527</b>
<b>TOTAL HE</b>	<b>281</b>	<b>-</b>	<b>532</b>	<b>112</b>	<b>2,702</b>	<b>26</b>	<b>24</b>	<b>3,677</b>
Technology Curriculum	21	5	26	16	16	-	-	<b>84</b>
Technology Equipment	177	688	170	14	518	1	7	<b>1,575</b>
<b>TOTAL Technology</b>	<b>198</b>	<b>693</b>	<b>196</b>	<b>30</b>	<b>534</b>	<b>1</b>	<b>7</b>	<b>1,659</b>
TOTAL Miscellaneous	1	-	-	-	-	-	-	<b>1</b>
<b>GRAND TOTAL</b>	<b>4,419</b>	<b>2,147</b>	<b>1,287</b>	<b>393</b>	<b>6,018</b>	<b>196</b>	<b>94</b>	<b>14,554</b>

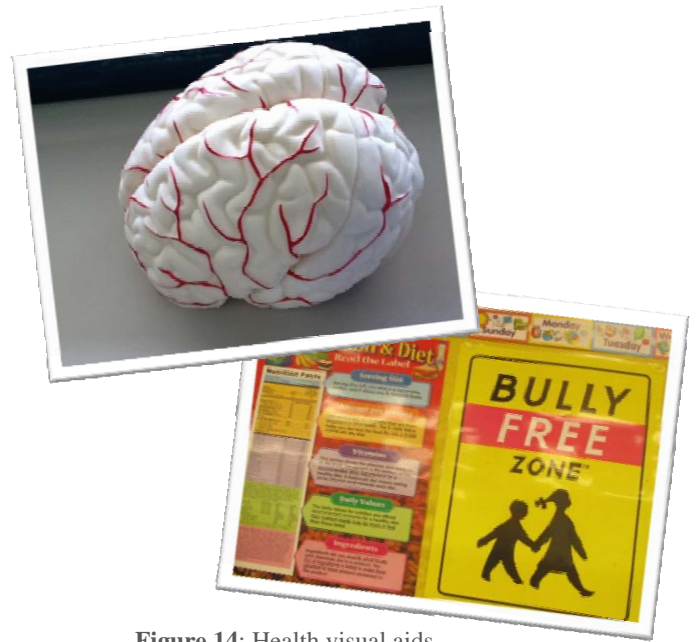
**Table 15:** Check-in/check-out log of library resources and materials, 2012-13 SY

Resources	Central	Leeward	Maui	E.Hawaii	Honolulu	Kauai	Windward	TOTAL
PE Curriculum	1	2	3	9	5	-	1	<b>21</b>
PE Equipment	596	163	154	7	822	75	60	<b>1,877</b>
<b>TOTAL PE</b>	<b>597</b>	<b>165</b>	<b>157</b>	<b>16</b>	<b>827</b>	<b>75</b>	<b>61</b>	<b>1,898</b>
HE Curriculum	1	-	-	19	83	2	-	<b>105</b>
HE Equipment	140	-	-	4	2	5	8	<b>159</b>
<b>TOTAL HE</b>	<b>141</b>	<b>-</b>	<b>-</b>	<b>23</b>	<b>85</b>	<b>7</b>	<b>8</b>	<b>264</b>
Technology Curriculum	-	-	7	5	1	-	-	<b>13</b>
Technology Equipment	208	4	-	-	192	2	5	<b>411</b>
<b>TOTAL Technology</b>	<b>208</b>	<b>4</b>	<b>7</b>	<b>5</b>	<b>193</b>	<b>2</b>	<b>5</b>	<b>424</b>
<b>GRAND TOTAL</b>	<b>946</b>	<b>169</b>	<b>164</b>	<b>44</b>	<b>1,105</b>	<b>84</b>	<b>74</b>	<b>2,586</b>

The RTs shared Lending Library resources with at least **93 schools** across the state (similar to the 92 schools from last year) (Table 16). The *number of schools reached* was indicated by the unique number of schools that requested items for their school (counted only once). The *number of site visits RTs made to distribute resources* is also provided in Table 16 (this total could include more than one visit to a school). Collectively, the District RTs made **175 site visits** to distribute Lending Library resources (down from 205 site visits in the 2011-12 SY).

**Table 16:** Schools utilizing Lending Library materials

Districts	# and % of schools reached	# of site visits RTs made to distribute resources
Honolulu	30 (56.6)	67
Central	20 (47.6)	31
Maui	12 (40.0)	29
Kauai	9 (56.3)	11
Windward	9 (30.0)	16
Leeward	7 (16.7)	11
East Hawaii	6 (27.3)	10
<b>TOTAL</b>	<b>93</b>	<b>175</b>



**Figure 14:** Health visual aids

## COMMENTS, SUCCESSES/BARRIERS, AND RECOMMENDATIONS

Resource Teachers were encouraged to describe successes, concerns, barriers or major issues associated with the Lending Libraries. Their comments are displayed in Table 17 and are divided into two themes: (1) Concerns and Barriers and (2) Successes. The RTs indicated that more requests are being made as a result of PDE3 courses and novice teachers typically request resources instead of veteran teachers. Funding was listed as both a success (e.g., more schools reached) and also as a limitation (e.g., more funding needed to support the District resources). Distance and logistics were also listed as a limitation for providing resources to schools.

**Table 17:** Success, concerns/barriers, and general comments (n=13)

### Concerns and Barriers (10)

- Cost of shipping large items
- Lack of space to house equipment in my office
- Would like to purchase more GEO mats, Indo Boards, Land Paddle Boards - Where will it be stored?
- I have been making the effort to purchase equipment for district use - the classroom is more like a closet with not much space for an office. Some of the equipment: Trikkies, Indo Boards, Scooters, Geo Fitness mats... take up a lot of space.
- The person that will be taking the Maui District HPE RT position will have to deal with space and the effort/transportation issues needed to bring the resources to the teachers.
- Who will distribute the equipment after I have retired in December? (Time until a replacement has been hired). Equipment that has been loaned out to the schools will have to be picked-up and returned to the district. If no one is hired this year - I will make an effort to collect the equipment
- Fitnessgram 8 - to purchase site licenses for some of the schools in my PDE3 course: Wailuku Elementary, Pukalani Elementary, Kahului Elementary, Kalama Intermediate, and Maui Waena Intermediate. Need to update to the FG9 web based system.
- Fitnessgram 9 - the state is not ready to move. In the process of getting FG 8 licenses for some of the schools that are taking my PDE3 course.

- Many items were borrowed by KKP complex teachers when they were working on their pacing guides therefore were wondering how they were going to be able to adhere to the pacing guides, how they were going to teach to the health standards in the time allotted. Pacing guide development was done before the students started school year. The extended learning time requirement had teachers stretching out of their content and comfort areas in order to make the school a healthier environment/community and therefore were searching for curriculum and resources which were easy to implement.
- Will my computer survive until I retire in December 2012? The next Maui District Resource Teacher will need to purchase a new computer- funds will be available but must go through the process to approve a computer purchase.

### Successes (3)

- Assemble Fitnessgram testing items
- Having district monies allows me to support schools in health and physical education with resources
- In preparation for the PDE3 Fitnessgram course I purchased a lot of equipment and curriculum that was needed to assess students in Fitnessgram/Activitygram. The participants were able to utilize the district PE resources for PE activities with their students.

## HHIET COMMENTS AND RECOMMENDATIONS

During the 2012-2013 SY, **93 schools and teachers** borrowed health and PE resources from the HHI Lending Libraries (Table 18). The overall number of resources reported across all Districts was **14,554**. A total of **2,586 resources** were borrowed by various teachers and schools as recorded on the District check-in/check-out logs.

**Table 18:** Summary of Lending Library usage

School Year	# of Schools Reached	# of Resources in Inventory	# of Resources Utilized
2009-2010	115	6,640	4,859
2010-2011	127	7,973	5,107
2011-2012	92	12,947	3,769
2012-2013	93	14,554	2,586

It is possible that the number of inventory items are actually underreported. The inventory list should include every available health, nutrition and PE resource in that District, however, several resources that were listed as “borrowed” in the usage log, were sometimes not found on the overall inventory list. In addition, some Districts (e.g., Maui and Leeward) reported having no health curriculum/equipment resources available at all in their District. HHIET is not certain if this is accurate or not reported correctly.



**Figure 15:** Basketball hoop and equipment cart

*"Using the HPE resources allowed me to offer different and new games and skills to my students. Instead of football, we played rugby, and we learned Tchoukball and played team handball. This expanded their knowledge of sports and the different skills needed to play these new games. Adding HPE resources to ours offered all students to have equipment when participating in the lesson." - Elementary PE Teacher*

Two years ago, HHIET recommended that the District RTs distribute their inventory list to teachers at the start of the school year. Compiling an inventory list should not be a process solely used for the benefit of the evaluation team, but should be shared with schools in their District. This is likely to increase teachers' awareness of what health and PE items are available to borrow from the HHI Lending Library.

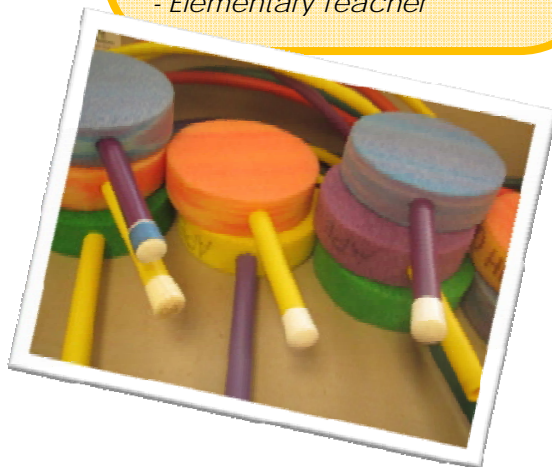
Beginning in the 2011-2012 SY, two District RTs initiated a new method of informing teachers in their District about available resources. The Honolulu District RT worked with State RT, Lisa Hockenberger, to photograph all of the available resources. This was then compiled into a presentation of photos which was distributed via Lotus Notes to teachers in the Honolulu District. The Leeward District RT elected to organize an Open House for Health and PE Resources, which included displaying samples of the available resources. Teachers were encouraged to submit requests in advance for the resources they were interested in borrowing. In the 2012-13 SY, the majority of the Districts did not share their inventory list with the entire District, therefore HHIET continues to make the recommendation that all District RTs should distribute their inventory list to promote the functionality of the HHI Lending Library.

HHIET continues to suggest that specific goals be identified for the Lending Library deliverable. Is the primary goal to increase the number of resources that are borrowed each year, or simply to make the resources available for teachers to borrow? Overall, there has been an increase in the number of health and PE inventory items from last year, but a decrease in the usage of the Lending Library.

**Figure 16:** Land paddles and foam rackets



*"The Wii and Xbox were very exciting for the kids to use. We mostly used the Dance Dance games so the entire class could participate at one time. We also showed them how to use the exercise bands and balls and set up "obstacle" courses for them to engage in a variety of fitness activities." - Elementary Teacher*



# 6

## In-Kind State Conference

Partner with an External Agency to Conduct One In-Kind Statewide Conference Related to Health Education and/or Physical Education: While no funds may be expended from this contract to support operating costs to conduct the conference, personnel funded by this contract will provide support in planning and conducting the conference.

## 6. IN-KIND STATEWIDE CONFERENCE

At the end of the 2012-13 SY, the HHI Resource Teachers partnered together with HAHPERD (Hawaii Association for Health, Physical Education, Recreation and Dance) to help host the annual State Health and Physical Education Conference. Last year, the HHI team contributed their time and efforts to the American Alliance for Health, PE, Recreation and Dance's (AAHPERD) Southwest District Conference, which was held in Oahu. In the 2012-13 SY, the HHI RTs returned to co-hosting HAHPERD's annual Health and PE Conference. The conference was held at Punahou School's Wo International Center on Saturday, May 11, 2013. The theme of this year's conference was "Developing Healthy Habits Through Challenge-Based Learning".



The HHI team has the opportunity to help organize any statewide conference and collaborate with any organization(s) of their choosing. There is a lot of flexibility with how this deliverable is implemented. The main role of the HHI RTs is to provide in-kind assistance to HAHPERD to help coordinate this event. Prior to the conference, this included preparing conference packets and materials and providing necessary health and/or PE equipment for presenters if needed. The RTs also invited colleagues from their District to attend the event. While the conference was taking place, the RTs played an important role in assisting with the daily logistics. The District and State RTs, along with the HPE ES and Adapted PE Teachers, worked at the registration table, instructed breakout sessions, and helped with the clean-up and set-up of the event. During the lunch hour, the RTs helped display the winning posters from the student PE Fair Competition.

In total, 81 participants attended the State Health and PE Conference in May 2013. This includes presenters, exhibitors, and general attendees. Attendance was lower than in previous years, but this is likely due to the fact that the 2013 conference was held on a Saturday rather than a weekday. The majority of conference participants worked in "Public Schools" (n=28, 34.6%), followed by "Private School" employees (n=21, 25.9%; Table 19).

**Table 19:** Conference participants – area of work

Area of Work	n	%
<b>Public School</b>	<b>28</b>	<b>34.6</b>
Private School	21	25.9
DOE State Office and District RTs	10	12.3
University	9	11.1
Private Fitness/Health Organization	8	9.9
Retired	3	3.7
Unknown	2	2.5
<b>TOTAL</b>	<b>81</b>	<b>100.0</b>

There were 15 breakout sessions that were offered at the day-long conference. Of the sessions available, the majority of sessions were related to Physical Education (Table 20, n=9). HHIET divided the session titles into more specific categories or themes to better identify the current topics in the field (Table 21). The most frequently available session topics were related to “Health Promotion and Healthy Behaviors” (n=4) and “Specific Sports and PE Lessons” (n=4). A complete list of the session titles can be found in Appendix I.

**Table 20:** Health and PE sessions (n=15)

Sessions by Content Area	n
<b>Physical Education</b>	<b>9</b>
Health & Physical Education	3
Health Education	2
Miscellaneous	1

**Table 21:** Session titles by theme (n=15)

Sessions by Themes	n
Health Promotion and Healthy Behaviors	4
Specific Sports and PE Lessons	4
Technology and PE	3
Curriculum and Assessment	2
New and Innovative PE	2

Kevin and Katie Morrow were the keynote speakers from O'Neill Public Schools in Nebraska. Kevin serves as an elementary PE teacher and Katie is a Technology Integration Specialist. Their presentation focused on “Challenge-Based Learning”, which is a multidisciplinary approach to teaching and learning that encourages students to utilize every day technology to set challenges and solve real-world problems. They shared stories of students setting challenges to develop healthier habits, promoting fitness

in their community, and extending the PE experience beyond the classroom. The Morrow's explained how traditional ways of teaching may not be adequate for today's generation of students, so by embracing technology and encouraging students to find innovative solutions, they can become better collaborative learners. In addition to the keynote presentation, Kevin Morrow also presented at two additional breakout sessions:

1. Physical Education for Today's Generation
2. iPads and iPods in PE...Apps, activities, QR codes and more!



**Figure 17:** Keynote presentation

After the keynote presentation concluded in the morning, the conference participants moved onto a selection of breakout sessions. There were four breakout sessions that were led by the HHI RTs (Table 22). The HHI presentations focused on health education, physical education, technology, and innovations in PE.

**Table 22:** Sessions presented by HHI RTs

<b>Presenters</b>	<b>Session Title</b>	<b>Total Attendees (n)</b>
Lisa Hockenberger and Yvette Ikari	Innovative PE	12
Gregg Agena and Jan Combs	iPads in PE	9
Cathy Kahooohanohano and Captain Tyler Chan	CPR	3
Cathy Kahooohanohano	Bullying: Updates on Curriculum & Activities for Grades K-12	3



**Figure 18:** RT Presentations – iPads in PE, innovative PE, bullying updates

## **HHIET COMMENTS AND RECOMMENDATIONS**

In addition to the keynote presentation, there were 15 conference sessions that covered a variety of topics at the State Health and PE Conference. Although an equal distribution of health and PE sessions is not required, one recommendation is to expand upon the health sessions that are offered. For example, one of the RTs could present on innovative ways and best strategies for teaching lessons on obesity prevention, self-esteem, and body image.

Hosting the conference on a Saturday as opposed to a week day led to a decreased number of attendees as well as fewer conference sessions being offered. It is recommended that for the 2014 conference, the conference should return to a week day, where more teachers and staff are able to attend. Another recommendation is to invite more school leaders (Principals, Complex Area Superintendents) in order to promote health, PE, and wellness on a school-wide level and not only for health and PE teachers who are already passionate about the field.

Participation in the student PE Fair Competition is expected to grow in the 2013-14 school year. It is recommended that the HHI RTs attempt to increase the recognition for this event at next year's conference. Windward District has been the largest participant of the PE Fair, but it is hoped that the other Districts will be successful in increasing the number of participating schools as well, so it is a true statewide competition.

Lastly, HAHPERD elected to be responsible for evaluating the 2013 conference. An online survey was sent out several weeks after the completion of the conference. The HHI team was unable to obtain the results of the conference evaluation, so this information is unavailable to report at this time. The HHI Evaluation Team is able to assist with future HAHPERD conference surveys if needed. This survey may provide an opportunity for the HHI RTs to collect information about what types of professional development the health and PE teachers are interested in for the following year.

# 7

## Model Schools 2013 Program

Establish a Minimum of 8 Pilot Model School Health Programs, given the following requirements:

- a. Program areas may focus on a single issue or any combination of Health Education, Physical Education, and Nutrition Education.
- b. Develop and implement at least one model school for each of the aforementioned program areas.
- c. A program shall be established in at least one (1) elementary, one (1) middle, and one (1) high school.
- d. A minimum of eight (8) schools shall have signed letters of agreement to participate in the Model School Health Programs.
- e. Conduct baseline assessment (to be determined by DOE/DOH/HHIET).
- f. Have a completed work plan and logic model for implementation.

# 7. MODEL SCHOOLS 2013 PROGRAM

By May 2013, the nine schools participating in the Model Schools 2013 Program had completed the third and final year of the pilot Model School Program. The Model Schools should be viewed as case studies that involve school-wide participation from teachers, administrators, staff, students, and the community. Nine schools on Oahu, Kauai, Maui, and the Big Island have been working to strengthen their curricula and programs in health, nutrition, and physical education over the last three years. After completing this program, these schools are now expected to serve as a “model” for other schools across the state.

Before the program began in the 2010-11 SY, the HHI RTs were responsible for recruiting at least one school in their District to join the Model School Program. Throughout the program, the RTs assisted the Model School(s) in their District with the development of an annual action plan and also provided professional development, technical assistance, and instructional resources and support. All Model Schools agreed to work on a minimum set of requirements as part of the Model School intervention program, although they had flexibility with how they implemented the requirements and activities. The required components included: receiving professional development in the new and/or traditional PE, implementing a common curriculum in PE/HE/NE, utilizing school-wide common assessment (e.g., FitnessGram), releasing and making available school data regarding student achievement, attendance, and discipline, completing the Safety and Wellness Survey, implementing and maintaining the Wellness Policy and Guidelines, meeting the recommended number of instructional minutes of weekly PE/HE/NE, providing at least 20 minutes of daily supervised recess, and conducting a culminating event health or fitness fair by the end of the program.

The nine Model Schools included five elementary schools, two middle schools, and two high schools (Table 23). The Honolulu and Windward District RTs each supported two model schools, and Leeward District was the only District that does not have a Model School. Without a District RT in West Hawaii, Ann Horiuchi and Lisa Hockenberger were the lead contacts for PE Model School, Kealakehe High School in Kona. The Model Schools have chosen to focus on one of three content areas: health education, nutrition education, or physical education (see Table 23). The majority of schools requested to participate in the program as a physical education Model School.

At the start of each school year, the evaluation team met with Model School representatives to review their action plan. HHiet also renewed the Institutional Review Board (IRB) application with the UH Committee on Human Studies and the DOE Data Governance Office. This ensured that permission was granted to collect data at the Model Schools.

The HHI Evaluation Team continued to use the same assessment tools as in the previous two years: (1) fitness assessments, (2) school performance data, (3) observations, and (4) surveys.

**Table 23:** Content area for participating Model Schools

District	Model School	Content Area
<b>Honolulu</b>	Jarrett Middle	PE
<b>Honolulu</b>	Kauluwela El	NE
<b>Windward</b>	Laie El	NE/PE
<b>Windward</b>	Kainalu El	PE
<b>Maui</b>	Kalama Inter	PE
<b>E. Hawaii</b>	Waiakeawaena El	HE
<b>W. Hawaii</b>	Kealakehe High	PE
<b>Kauai</b>	Waimea High	PE
<b>Central</b>	Red Hill El	PE

1. Fitness Assessment: The RTs recommended that the Model Schools collect fitness data to assess physical fitness and physical activity levels of students. By the end of the three year program, all seven PE Model Schools had collected student fitness data to compare changes over time.

2. School Performance Data: HHIET collected and analyzed school achievement data for the Model Schools on an annual basis. This included attendance rates, academic achievement (reading/math/writing/science test scores), discipline rates, and graduation/retention rates. This data is publicly available through DOE's Systems Accountability Office. These indicators are important for demonstrating proficiency and for analyzing trends over time.

3. Classroom Observations: *Part 1 Classroom Observations - Physical Education*

School site visits were conducted annually at the seven PE Model Schools using two observational instruments to assess physical activity levels (SOFIT and SOPLAY – see Appendix J). SOFIT (System for Observing Fitness Instruction Time) is used to collect data during instructional time on lesson context, student activity levels and teacher interactions during PE class. The second observation tool is SOPLAY (System for Observing Play and Leisure Activity in Youth), which is used to assess student activity levels during non-instructional time (e.g., lunch/recess).

Observations were conducted at seven Model Schools from April 5, 2013 to May 2, 2013. The observations were carried out by the HHI School Evaluation Coordinator and two graduate research assistants. The following list includes the Model School observation dates during the 2012-13 SY.

April 5, 2013: Kalama Intermediate  
April 11, 2013: Kainalu Elementary  
April 15, 2013: Laie Elementary  
April 18, 2013: Red Hill Elementary  
April 19, 2013: Kealakehe High  
April 26, 2013: Waimea High  
May 2, 2013: Jarrett Middle

Highlights from the SOPLAY and SOFIT data are summarized below for each of the three years of the Model School Program (Tables 24 and 25, Figures 20 and 21). More detailed individual school reports were also distributed to the Model School staff and District RTs. SOFIT and SOPLAY instruments are recognized as highly reliable data collection tools, but these results are only intended to be used as a guide and reference for conducting future PE lessons. The HHI Evaluation Team acknowledges that observations conducted on only one day of the school year should not be viewed as representative of the entire PE program. Ideally, these tools are most accurate when they can be used at various points over a school year with multiple PE lessons combined. In total, HHIET observed 104 PE classes over the three-year period (minimum of 2 to 11 PE classes per school visit).

Figure 19: Evaluator observing recess

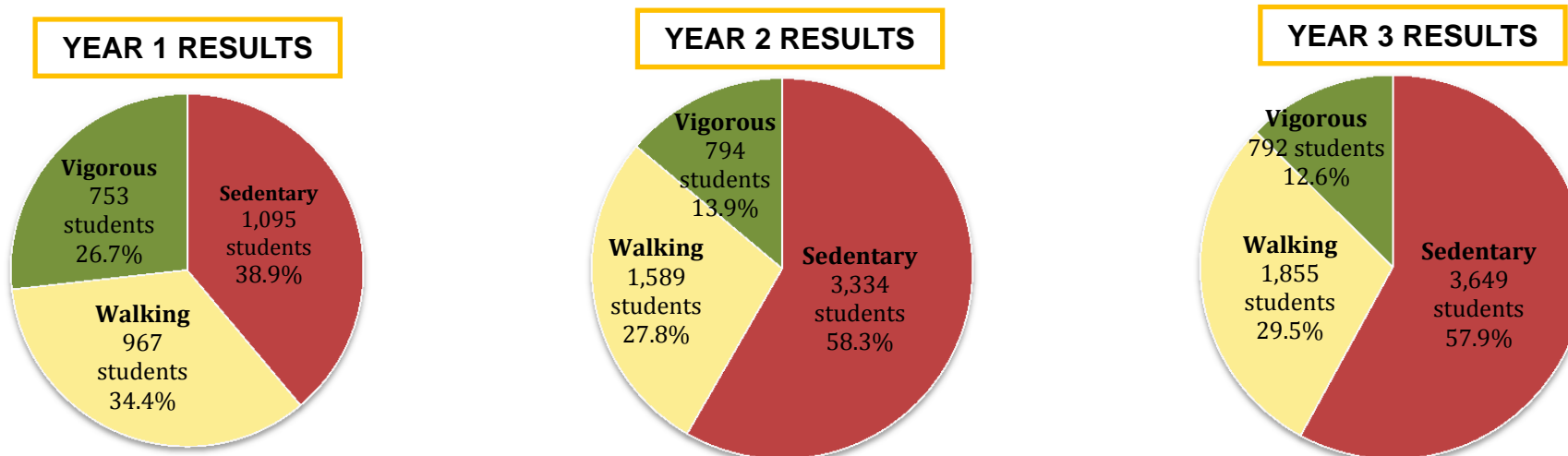


The SOPLAY instrument identifies student behavior as sedentary, walking or vigorous. Walking and vigorous are commonly combined into one category of moderate-to-vigorous activity (MVPA). When examined as individual categories, the majority of students engaged in “sedentary” behavior during non-instructional or recess periods (Figure 20). When comparing sedentary behavior to MVPA levels, elementary schools had higher rates of MVPA compared to secondary schools (Table 24). Although it was expected that vigorous activity would increase over the three years, vigorous activity remained the highest in Year 1 and then decreased and leveled off in Years 2 and 3. One possible explanation is that schools were initially enthusiastic about the new program in Year 1, and then Years 2 and 3 reflected a return to normal behavior patterns.

**Table 24:** SOPLAY results by school; Years 1 - 3

School	Sedentary			MVPA		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
Red Hill El	24.0%	39.3%	45.4%	76.0%	60.8%	54.6%
Laie El	27.3%	43.4%	32.3%	72.7%	56.5%	67.7%
Kainalu El	25.3%	38.0%	42.6%	74.7%	62.0%	57.4%
Kalama Inter	57.7%	63.5%	73.4%	42.3%	36.5%	26.6%
Kealakehe High	71.2%	69.4%	75.1%	28.8%	30.6%	24.9%
Waimea High	64.3%	82.0%	76.4%	35.8%	18.0%	23.6%
Jarrett Middle	62.3%	64.2%	57.0%	37.7%	35.8%	42.9%

\*Numbers shown in blue font indicate the most prominent student activity during Year 3 observations



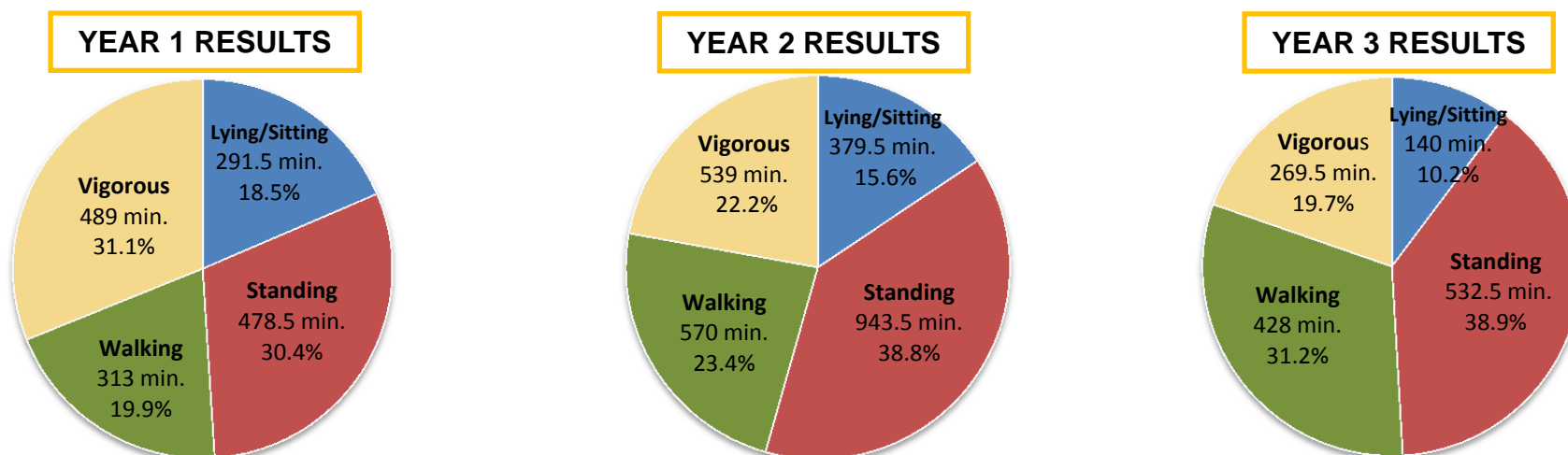
**Figure 20:** SOPLAY summary for 7 PE Model Schools; Years 1-3 (students and percent)

When using SOFIT to assess the five main student activity levels (lying, sitting, standing, walking and vigorous), the most frequent category of student activity observed during PE class was “standing” (Table 25; Figure 21). Healthy People 2020 recommends that all PE classes engage in at least 50% of MVPA during class time<sup>7</sup>. MVPA was calculated for each Model School by adding the percentage of time spent engaged in walking and vigorous activities. Lying and sitting were also combined into one category (Table 25 and Figure 21). Four of the seven Model Schools decreased their MVPA levels from Year 1 to Year 3.

**Table 25:** SOFIT student activity results by school; Years 1 – 3

School	Lying & Sitting			Standing			MVPA		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
Red Hill El	11.6%	19.5%	23.2%	30.9%	39.4%	34.5%	57.5%	41.2%	42.3%
Laie El	1.0%	24.7%	3.9%	43.6%	35.9%	46.5%	55.4%	39.4%	49.6%
Kainalu El	37.4%	45.8%	34.3%	22.1%	20.8%	35.6%	40.4%	33.3%	30.0%
Kalama Inter	11.7%	10.0%	9.4%	41.7%	39.4%	35.7%	46.6%	50.6%	54.9%
Kealakehe High	19.2%	25.2%	2.3%	22.7%	40.3%	36.8%	58.0%	34.6%	60.9%
Waimea High	20.8%	8.7%	2.2%	31.2%	35.1%	45.0%	48.1%	56.9%	52.8%
Jarrett Middle	32.6%	16.6%	14.2%	18.4%	52.8%	49.3%	49.0%	30.6%	36.4%

\*Numbers shown in orange font indicate the year with the highest MVPA at each school



**Figure 21:** SOFIT summary for 7 PE Model Schools, Years 1-3 (minutes and percent)

## Part 2 Cafeteria Observations - Nutrition Education

In April 2013, the HHI Evaluation Team conducted a follow-up cafeteria assessment for the one Nutrition Education Model School, Kauluwela Elementary School (Year 3). The baseline assessment was conducted the previous year in April 2012 (Year 2). There were two objectives for this project.

1. To determine what food items students chose when given the option (Grades 3-5)
2. To identify food items that were consumed the most/least using plate waste methods (K-2)

This school was visited on two randomly selected days each year in order to observe two different menus. The same two menus were observed in both years to allow for an accurate comparison over time. There were two lunch periods each day (K-2 and 3-5), with eight cafeteria periods being observed in total. The HHI Evaluation Team used handheld counters to assess the number of food items that were selected by students (n=379).



**Figure 22:** Handheld counter (left); Digital photography and weighing station (right)

For the menu offered on Day 1 (Creole Macaroni), more than 80% of students in grades 3-5 chose fruit when given the option and close to half of the students selected vegetables (Table 26). Overall, the students were less likely to choose vegetables than bread or fruit, and they chose fewer vegetables in Year 3 than Year 2. This pattern remained similar when comparing the items selected on Day 2 (Turkey; Table 27). In Year 3, bread (at least 50% whole grain) was pre-plated, which meant that it was automatically served (as with the entrée) and students did not have the choice of selecting bread as they did in Year 2. Further analysis would be interesting to see if this affected the other items selected or consumption levels when bread was pre-plated.

**Table 26:** Comparison of Year 2 and 3: Percent of students that selected each food item for Day 1

	Creole Macaroni	French Bread	Apples	Salad	Fat-free Chocolate Milk
<b>Year 2</b>	100.0%	83.0%	83.7%	53.0%	51.5%
<b>Year 3</b>	100.0%	100.0%*	87.5%*	41.7%	63.5%

\*The cafeteria ran out of apples slices in Year 3 so the last few students could select applesauce instead.

**Table 27:** Comparison of Year 2 and 3: Percent of students that selected each food item for Day 2

	Turkey and Mashed Potatoes	Raisin Roll	Peaches	Corn/ Green Beans	Fat-free Chocolate Milk
<b>Year 2</b>	100.0%	80.0%	84.1%	60.0%	51.1%
<b>Year 3</b>	100.0%	100.0%	76.5%	58.3%	60.5%

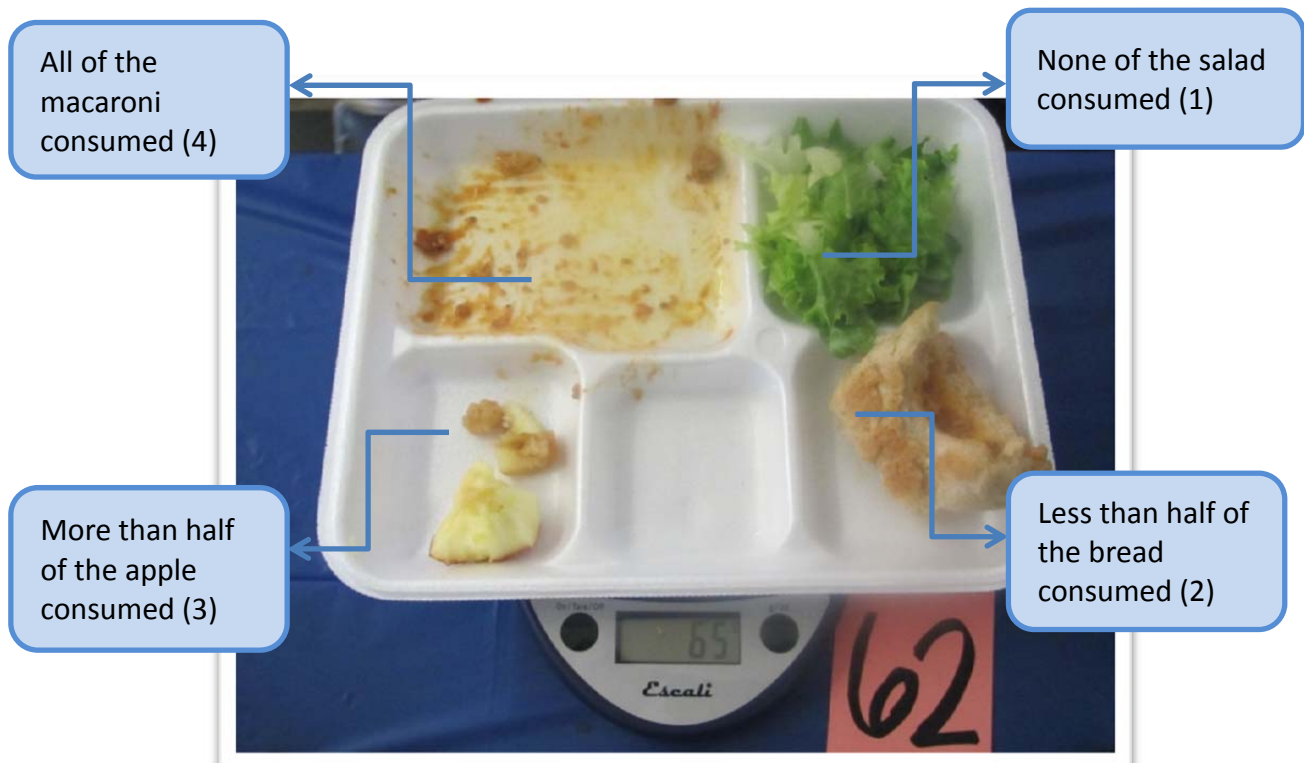
For the younger students (K-2), all items were pre-plated. As a result, HHIET did not focus on food selection, but instead on consumption and food waste. After the K-2 students finished eating, the HHI Evaluation Team weighed their trays on a digital scale and photographs were quickly taken of each tray before being discarded. Approximately half of the food was discarded from the lunch trays in Year 2 (163.6 grams, 50.3%). Based on the results of Year 3, the amount of food discarded did not significantly change from Year 2 (202.3 grams, 50.6%) (Table 28).

**Table 28:** Weight of food that was discarded

Observed School Day	Average weight of trays before eating (g)		Weight of discarded food grams (standard deviation)	
	Year 2 (n=354)	Year 3 (n=301)	Year 2 (n=354)	Year 3 (n=301)
Menu/Day 1	321	298	155.6 (87.7)	138.4 (70.0)
Menu/Day 2	329	501	171.5 (70.0)	266.2 (98.4)
Average Total	325	400	163.6 (78.9)	202.3 (84.2)

It is interesting to note the change in the average weight of the plates with the Day 2 menu from Year 2 to Year 3 (329 grams to 501 grams). If for example, more turkey and mashed potatoes were served in Year 3, might this affect the consumption of other food items such as the fruit and vegetable?

The HHI Evaluation Team then analyzed the photographs on a 4-point scale for each item of food that was offered: (1) none consumed, (2) less than half consumed, (3) half or more than half consumed, or (4) all of the item consumed (see Figure 23 for an example).



**Figure 23:** Photograph analysis and coding scale

Direct assessment of the photographs in both years revealed that the least consumed item for students in grades K-2 was vegetables, with salad being consumed less than corn/green beans. The entrée and fruit had the highest consumption rate for students (Table 29). For baseline and follow-up results for the Day 1 menu, the consumption patterns were similar for both years. For the Day 2 menu in Year 2, the fruit was consumed the most and vegetables were consumed the least. The Day 2 menu in Year 3 showed that students consumed the entrée the most and the bread the least.

**Table 29:** Amount of food consumed on a 4-point scale

Day 1 Menu	Mean (SD) Year 2	Mean (SD) Year 3
Creole macaroni	<b>2.74 (1.22)</b>	<b>3.15 (1.02)</b>
Apple wedges	2.36 (1.32)	2.76 (1.13)
French bread	2.16 (1.30)	2.33 (1.20)
Salad	1.33 (0.90)	1.39 (0.83)

Day 2 Menu	Mean (SD) Year 2	Mean (SD) Year 3
Peaches (canned)	<b>2.97 (1.31)</b>	2.30 (1.14)
Turkey/mashed potatoes	2.46 (1.07)	<b>2.50 (0.92)</b>
Raisin roll	2.15 (1.24)	1.85 (1.10)
Beans and corn	1.85 (1.17)	2.36 (0.86)

\*The most consumed item each year is shown in bold face.



**Figure 24:** Full plate – menu/day 1 (top); Full plate – menu/day 2 (bottom)



**Figure 25:** School garden activities complement health and nutrition lessons at several model schools

#### 4. Surveys

Pre and post surveys were completed by students in Year 1 (Spring of 2011) and Year 3 (Spring of 2013). For Model Schools focusing on health and nutrition, surveys were used to assess the following students' change in social norms regarding consumption of fruits and vegetables; self-efficacy about their ability to consume more fruits and vegetables; general nutrition knowledge; and the number of servings of fruits and vegetables consumed in the previous day. For Model Schools concentrating on physical education, surveys were used to assess students' change in social norms related to physical activity and fitness; self-efficacy about their ability to change their activity level; interest in specific sports and activities; amount of sedentary time; and likes and dislikes towards physical education classes.

The surveys were distributed during normal school hours and did not take more than 20 minutes for students to complete. All surveys were anonymous and did not ask questions about personal or sensitive information. Six different versions of the survey were created by HHIET to account for age differences (K-12), reading comprehension levels, and content area.

While some Model Schools experienced difficulties in collecting signed parental consent forms, five schools experienced an increased response rate for the follow-up surveys (see Table 30). In Year 3, the response rate at each school ranged from 80% to 27.5%. Approximately 1,400 surveys were completed each year with a total of 2,793 student surveys completed over the three-year program.

**Table 30: Model School response rate**

<b>District</b>	<b>Model School</b>	<b>Content Area</b>	<b>Response Rate (Year 1) N=1,412</b>	<b>Response Rate (Year 3) N=1,381</b>
<b>Honolulu</b>	Jarrett Middle	PE	84.0%	50.9%
<b>Windward</b>	Laie El	NE/PE	76.8%	50.5%
<b>E. Hawaii</b>	Waiakeawaena El	HE	69.6%	76.3%
<b>Honolulu</b>	Kauluwela El	NE	64.2%	79.2%
<b>Kauai</b>	Waimea High	PE	54.6%	80.0%
<b>W. Hawaii</b>	Kealakehe High	PE	42.0%	32.1%
<b>Maui</b>	Kalama Inter	PE	41.9%	27.5%
<b>Windward</b>	Kainalu El	PE	18.4%	41.5%
<b>Central</b>	Red Hill El	PE	17.7%	44.8%

HHIET entered all of the data from the surveys into IBM's Statistical Package for the Social Sciences (SPSS Version 19.0 and 20.0) and compiled individual summary reports for each Model School. The baseline reports were distributed to the RTs and Model School teachers in the Fall of 2011, and the follow-up reports will be completed by HHIET in the upcoming months. Copies of the survey instruments, along with the final reports may be requested at any time from the HHI Evaluation Team. Tables 31-33 provide a select sample of student survey responses (organized by individual school results). The responses are organized according to school level (elementary or secondary) and content area (PE, HE or NE).

**Table 31: Sample student survey results - Middle and High PE**

Preferences and Thoughts Regarding PE Class
<ul style="list-style-type: none"> <li>Only 4.4% of students (n=5) prefer to have <i>fewer PE classes</i>. Most students would prefer to have <i>more PE classes</i> (n=66, 57.9%), or the <i>same amount of PE classes</i> (n=43, 37.7%).</li> <li>The majority of students are very satisfied (n=71, 61.7%) or somewhat satisfied (n=43, 37.4%) with the physical education they are receiving.</li> <li>If PE was optional, 86.3% of the students would elect to take it next year.</li> <li>Approximately 70.1% of students (n=82) <i>like PE a lot</i>, and 28.2% (n=33) <i>like PE a little</i>.</li> <li>Only 1.7% of students (n=2) reported <i>not liking PE</i> at all.</li> </ul>
Attitudes and Behaviors towards Physical Activity
<ul style="list-style-type: none"> <li>Almost all of the students (n=70, 88.6%) <i>strongly agree or agree</i> that they feel good about themselves when they know they have worked hard in PE.</li> <li>During the past 7 days, most students stated that they exercised for a minimum of 60 minutes for 3 to 7 days (n=70, 87.5%), with the majority of students indicating that they exercise for 3 days a week (n=27, 33.8%).</li> </ul>
Knowledge of Physical Activity
<ul style="list-style-type: none"> <li>Most students (93.8%) <i>strongly agreed or agreed</i> that what they are learning about fitness in school will be important when they get older.</li> <li>Approximately 32% of students (n=41) believe that young people their age should get <i>at least 60 minutes</i> of physical activity a day to be healthy. Thirty-three percent of students (33.1%, n=42) believe that young people should get between 30 or 45 minutes of daily physical activity and 22.8% (n=29) believe that young people should get <i>at least 90 minutes</i> of physical activity a day.</li> </ul>

**Table 32: Sample student survey results - Elementary PE**

Preferences and Thoughts Regarding PE Class
<ul style="list-style-type: none"> <li>Many of the students indicated <i>liking PE a lot</i> (n=45, 59.2%), while others reported <i>liking PE a little</i> (n=26, 34.2%).</li> <li>Most students would like to have <i>more PE classes</i> (n=47, 61.8%) or the <i>same amount of PE classes</i> (n=23, 30.3%). Only 4 students (5.3%) indicated that they would prefer <i>less PE classes</i>.</li> </ul>
Knowledge of Physical Activity
<ul style="list-style-type: none"> <li>Most students believe that children their age should get 60 minutes of physical activity a day (n=40, 53.3%) or 90 minutes each day (n=20, 26.7%). Some students (n=10, 13.3%) selected 30 minutes a day, and 5 students (6.7%) <i>did not know</i>.</li> <li>Almost all of the students believe that PE is an important part of what they learn at school [<i>yes a lot</i> (n=62, 81.6%), <i>yes a little</i> (n=12, 15.8%)].</li> </ul>
Physical Activity Behaviors
<ul style="list-style-type: none"> <li>Approximately 72.2% of students (n=52) play on a sports team or take fitness class/lessons after school.</li> <li>Yesterday during <i>recess</i>, most students (n=52, 68.4%) reported being engaged in activity that made them sweat and breathe hard for at least 20 minutes. <i>After school</i> yesterday, nearly all of the students (n=65, 85.5%) were active for at least 20 minutes.</li> </ul>

**Table 33: Sample student survey results - Elementary HE & NE**

### Knowledge of Health and Nutrition Education

- More than 40% of students (n=43, 44.8%) said that they should eat *at least 5 servings* of fruits and vegetables each day. Seventeen percent (17.7%, n=17) said they should eat *at least 2 servings* a day, and 19.8% of students (n=19) *did not know*.
- When asked to identify one of the main nutrients in fruits and vegetables, most students responded with *protein* (n=37, 38.9%) and *fiber* (n=28, 29.5%).
- Seven students (n=7, 7.4%) selected either *cholesterol or fat*, and 23 students (24.2%) responded that they *did not know*.
- Most students (n=82, 61.2%) indicated that ordering a *side salad* would be the best way to add fruit or vegetables to their meal at a restaurant. The remaining students said the best way would be to add a *tomato slice* to your hamburger (n=13, 9.7%), to order a large serving of *French fries* (n=11, 8.2%), to order an *apple pie* for dessert (n=9, 6.7%), and 17 students (12.7%) said they *did not know*.

### Food Preferences

- Approximately 40% of students (n=138, 42.1%) said that they *sometimes* like the school lunch, compared with 11% (n=36) that *always* like the school lunch, and 7.6% (n=25) that *never* like the school lunch.
- The majority of students indicated that they *like* an assortment of fruits and vegetables.
- The most popular choices were mango, corn, and oranges. Many students *do not like* beets, avocado, and squash, and some students indicated being *unfamiliar* with cooking greens, Chinese vegetables (bok choy), taro, and beets.

### Healthy Behaviors

- Twenty-nine percent of students (29.0%, n= 95) said they *sometimes* wear sunscreen, hats, or sunglasses when playing outside, while 10.7% (n=35) of students said they *always* do, and 24.1% (n=79) said they *never* do.
- Almost 30% of students (n=96, 29.3%) *never* wore a helmet when riding their bike in the last year. Seventy students (n=70, 21.3%) said they *always* wear a helmet. Approximately 16% of students (n=55, 16.8%) did not ride a bike once in the last year.
- When asked if they ate any *vegetables* yesterday, 43.8% (n=42) of the students said *yes*, they ate vegetables 2-3 *times*. Twelve students (n=12, 12.5%) said they had *no* vegetables yesterday.
- When asked if they ate any *fruit* yesterday, fifty-three students (n=53, 37.1%) said *yes*, they ate fruit 2-3 *times*. Thirty students (n=30, 21.0%) reporting having *no* fruit yesterday.



**Figure 26: Practicing hand washing techniques (left); student surveys (right)**

## Teacher/Staff Reflections (14 reflection forms completed):

One representative at each Model School was invited to submit a final summary on the Model Schools 2013 Program in May 2013. This could include administrators, classroom teachers, or health/PE teachers. All nine schools shared their responses with HHIET and one school even submitted multiple reflection forms (one staff member from each grade level). The survey asked the schools to share information about the changes that were implemented at their school over the past three years and to discuss accomplishments, barriers, facilitators, best practices, and additional resources that are needed. Although a more detailed summary of the Model Schools 2013 Program will be prepared by HHIET, here is a brief look at the top four themes that emerged from the staff reflections.

### Theme 1. Successes and Achievements

- New activities were introduced at some schools to bring more physical education and physical activity opportunities to students. This includes FitnessGram assessment, an annual Health and Wellness Fair, a Fitness Fair Project, and bi-monthly SPARK lessons.
- At one school, a nutrition booklet was created to help families, students, faculty and staff better follow the school's healthy snack policy.
- Several schools were recipients of the Fresh Fruit and Vegetable Program (FFVP). Students were exposed to new fruits and vegetables and the teachers enjoyed seeing them eat more fruits and vegetables.
- Having a student come in without certain skills and being able to teach and have them learn skills to become physically fit for a lifetime is truly a success story.
- Being a Model School helped one school focus on nutrition & fitness. It increased their awareness of what they were doing and pushed them to make changes for the better. It even helped them with obtaining accreditation.
- Health and Wellness Committees implemented a school-wide reinforcement of the state's nutritional guidelines and everyone did their part to help implement the healthy snack policy.
- Parents are making healthy treats for celebrations; students are eating healthy snacks; staff are mindful of what they bring for meetings and lunch.
- Students have a greater knowledge of how to eat a healthy "colorful" diet and can determine on their own what healthy snacks are. They also know about the importance of good hygiene, mental health, and exercising to reach their maximum potential.



**Figure 27:** Healthy lei - "Enjoy this healthy treat for a healthy mind and a healthy body"

*"Our staff has become much more active as a whole, appreciating the benefits to staff wellness... Being active and eating healthy has become a culture in our school and I hope will crossover into our families' daily lives."*

*- Elementary Model School*

- Having after school programs and offering teachers and staff a space to exercise, benefits the school as a whole. Teachers and staff will be less stressed before going home to their families because they got their workout out of the way and feel good. Several schools offer after school activities such as Insanity, staff fitness days, and a workout room.

## **Theme 2. Challenges and Barriers**

- Teachers, parents, and staff did not always follow the Wellness Guidelines. Substitute teachers also were not familiar with the guidelines.
- One barrier was the lack of space and personnel to execute all of the activities the schools had wanted to do.
- The culture and routine at one school was to give candy & treats for super citizen. The kids are very comfortable and used to eating unhealthy snacks.
- Everyone has to buy in and take the time to use the materials and content that the health cadre prepared.
- In at least one of the model schools, the number one barrier was scheduling. Fine Arts, Humanities and P.E. were mentioned as being slowly pushed aside for new schedule requirements.

*"We wanted to do morning exercise on our Morning Broadcast but we had challenges with outdated equipment. We also had plans to create a motor room but because of increased enrollment and other resource teachers needing the space to work with their students, we were unable to find a location to do this."*

*- Elementary Model School*

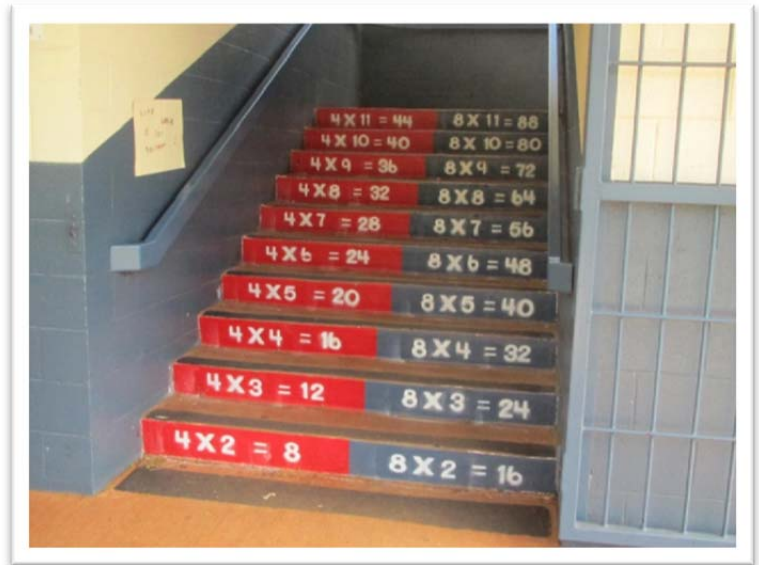
## **Theme 3. Enhancing the Curriculum**

- A big change in one PE department was their grading system. All teachers are on a standards-based grading system for their students.
- At another school, the Healthteacher.com lesson book was very helpful in designing classes for the students. The teachers especially liked the mental and emotional health lessons. Having them cook and prepare foods to eat is always the winner! It speaks volumes with the students. Tools like the Food Pyramid and the Healthy Portion Plate were helpful as well.
- The data collected from the standardized fitness testing program will allow one school to create fitness plans for the students so they can maintain or improve their physical activity levels. The student surveys and evaluations helped the PE teacher learn how to better provide physical activities that would be fulfilling and enjoyable for them.
- The teachers have begun to focus on integrating health and wellness into their core subjects (e.g., language arts, math, and science). Some teachers have included brain exercises into their classroom activities. They have also included additional content in PE courses such as functional resistance training and a weight training program.

*"I thoroughly enjoyed the opportunity to have the Model School Program. It helped me to know more about the latest and up to date practices in functional movement which has aided our program tremendously. It has been a joy to work with Nancy."*

*- High School Model School*

- Several schools utilized media and technology as a means of getting students involved in PE and physical activity. One school included the Hawaii 5210 program regularly on their morning TV broadcast and during PE class. Students from another school made a video that demonstrated the proper form and technique of weight lifting exercises. iPads were also used by students during and after classes for assignments and for extracurricular educational activities.



**Figure 28:** Integrating physical activity and math on campus

#### **Theme 4. Sharing and Collaboration**

- One Model School reached out to preschools and elementary schools to share new physical activities that not only improved gross motor skills, but exposed students to a new side of physical education.
- The support of administration, the community, and outside organizations (e.g., military, health groups, parent teacher associations) allowed several schools to get the tools they needed. This demonstrates to the whole campus that physical education is a key component in the school environment.
- Some school-sponsored activities give families an opportunity to join their children in staying physically active and learning about health (e.g., Zumba, fun runs).
- One school has an “articulation block” for grade level teachers to meet and discuss their grade-level concerns and needs. This time is sometimes spent with our curriculum coordinator.
- We were able to improve our current program and share what we do with some of the other schools across the state and region by attending various State and Regional conferences.



**Figure 29:** Encouraging students to bike to school

## HHIET COMMENTS AND RECOMMENDATIONS

The Model Schools 2013 Program required a substantial time commitment for both the RTs and the HHI Evaluation Team. During the 2012-2013 SY, the evaluation components for the Model Schools Program included updating the action plan for each school, renewing two study approval/research applications (UH and DOE Data Governance Office), collecting school performance data, printing and distributing student surveys, conducting classroom observations, entering data, analyzing results, writing reports and preparing presentations. Two such presentations on the evaluation methodology for the Model Schools Program and the collaboration of DOH and DOE are included in Appendices K and L.

The RTs were asked to submit a quarterly progress report to the HHI Evaluation Team to provide feedback on the facilitators, barriers, and general updates about the Model Schools. These reports describe the key tasks listed in the Model School agreement, along with the role that the RTs were asked to provide for each Model School. This summary helps show the impact of the targeted services that the RTs have contributed through professional development, technical assistance and instructional support. Two of the schools (Jarrett Middle and Red Hill) submitted three out of four quarterly reports, and one school (Kalama Intermediate) only submitted two quarterly reports because the Maui District RT retired in December 2012. District RTs were asked to rate the progress of their Model School on a 4-point scale (1 = did not meet, 2 = partially met, 3 = met, and 4 = not applicable). HHIET compiled the latest feedback from Quarter 4 reports and also included qualitative comments from all of the quarterly reports in Appendix M.

Data is still being summarized for the three-year Model Schools program. Initial review seems to indicate that several Model Schools were more successful at demonstrating positive change than other schools. Some of the challenges of the Model School Program included difficulties with following action plans, additional school-wide priorities to focus on, and varying levels of RT and Principal support. Highlights from the third year of the Model Schools 2013 Program include the completion of 1,381 student surveys, 14 teacher reflection forms, and the collection of SOFIT, SOPLAY, and cafeteria data. Although the SOFIT and SOPLAY data does not illustrate a significant improvement in MVPA levels, there are some interesting patterns between elementary and secondary schools, and many of the Model School teachers have also found it interesting to have data and feedback on their PE classes. The HHI Evaluation Team is in the process of completing the 2012-13 SOFIT and SOPLAY reports for the seven individual PE Model Schools, along with the student survey reports for all nine Model Schools.

Although the Model School 2013 Program came to an end in May 2013, HHIET recommends that the RTs meet with the Model Schools in their District early in the 2013-14 SY to help guide them with future plans and the sustainability of their programs. The RTs should work with the schools to identify effective ways of directing the school's time and resources without the same level of support and resources from the HHI program. HHIET also recommends that the RTs use

this opportunity to review the student survey and observation results with their Model Schools because the feedback may prove useful in the 2013-14 SY and beyond.

*"Many thanks to Eileen Wagatsuma, Gary Yanagi, and the wellness committee for all their efforts to be the driving force. Thanks to the school community (faculty, staff, students, parents) to try it and now "live" it."  
- Elementary Model School*

The HHI team felt strongly about taking the time to recognize the individual successes and achievements of the Model Schools. Celebrations began in Spring of 2013 when the HHI team presented all nine schools with an excellence in Health/Nutrition/Physical Education banner to proudly display on their school grounds.



**Figure 30:** Displaying model school banners on campus

The final step for the Model Schools 2013 Program is to summarize and share the best practices, success stories, and lessons learned with other schools across the state. The team could create a booklet, DVD, or any other visual format that displays some of the best practices and examples of student work. This could include a presentation with some of the RTs and Model School representatives to fellow teachers, administrators and community members. Waiakeawaena Elementary School started this process when they were invited to give a presentation about their health education program at the Physical Activity and Nutrition (PAN) Summit on Oahu in May 2013.

*"I think our department has that end product in mind, but the Model School gave us the guide for student success and provided us with the tools we needed to implement things that other schools might have a hard time acquiring. We were honored to have been selected for the program and greatly appreciate all the support we received."*

*- Intermediate Model School*

*"The ability to share and learn from others was priceless, and to bring things back to our school to implement only strengthened our program."* - Intermediate Model School

# 8

## State Resource Teacher Deliverables

### STATE RESOURCE TEACHER (RT) DELIVERABLES

1. Provide support for District resource teachers
2. Offer at least two PDE3 courses for the 2012-2013 SY (one per RT)
3. Create curriculum alignment and assessment for HE and PE curriculum
4. Provide model schools support as content experts
5. Provide support and assistance in YRBS survey collection

# 8. DELIVERABLES FOR STATE RESOURCE TEACHERS

The two State RTs were responsible for completing five deliverables during the 2012-13 SY. To help describe the progress on each deliverable, the State RTs submitted a bi-annual progress report to HHIT. The first deliverable stipulates that the **State RTs must offer at least two PDE3 courses** (one per RT). During the 2012-13 SY, the State RTs, along with the Adapted PE Resource Teachers, taught three PDE3 courses (see below). When requested, the State RTs also provided assistance for several of the PDE3 courses offered by the District RTs.

1. Nuts and Bolts of Physical Education (led by the State PE RT – Spring 2013)
2. The New Bully Free Classroom (led by State Health RT – Spring 2013)
3. Folk, Square, and Thematic Dance for Elementary School Age Children (led by Adapted PE RTs and assisted by the State PE RT – Fall 2012)

The second deliverable involves **support and assistance with the Youth Risk Behavior Survey (YRBS)**. The YRBS is distributed to secondary students on odd-numbered years. The previous school year was not a collection year, which means that the survey was administered in the 2012-13 SY. The State RTs contributed by storing the completed surveys in the OCISS office and working with District RTs to follow-up with schools in their District. In addition, the State RTs also reviewed and revised drafts of the YRBS brochures for the statewide and county data from 2011. These brochures have now been printed and are ready for distribution.

The remaining three State RT deliverables will be reviewed over the next several pages (Tables 34-36). The required deliverable item is displayed in the left column of each table, followed by the progress in the center, and any additional comments/barriers/facilitators by the State RTs on the right. The RTs were asked how well they met the deliverable items on a 3-point scale (did not meet, partially met, met). Individual responses are listed for both State RTs.



**Figure 31:** Lisa and Cathy judging the curl-up and push-up stations at the Windward District Fitness Meet

**Table 34:** Deliverable 3: Support for District Resource Teachers

<b>Deliverable Sub Items</b>	<b>Please rate how well you met these tasks</b> 1 = did not meet 2 = partially met 3 = met N/A = not applicable N/R = no response	<b>Comments</b> (Describe any successes, barriers, or progress made towards each task if applicable)
Create menu of support for District RTs (e.g., what can be provided, protocol to request their support, approval turnaround)	3 / 3*	<ul style="list-style-type: none"> <li>No additional comments</li> </ul>
Provide physical support at District workshops (e.g., can range from taking photos, helping with sign-ins, running the training, giving a breakout, etc.)	3 / 3	<ul style="list-style-type: none"> <li>CDO training for curriculum alignment and national board certification in physical education.</li> <li>HIV: Assisted with sign-ins and general needs</li> <li>WDO: Assisted with District data training</li> <li>CDO: Assisted with District data training</li> <li>HDO: Assisted with one-one visits and lesson demos to schools</li> </ul>
Provide one-on-ones to RTs or to schools (RTs submit a professional development log. Their training events are entered into HHI Schools database by HHIET)	3 / 3	<ul style="list-style-type: none"> <li>Supplied RTs with resources for their teachers and schools</li> <li>In-service with Honolulu District RT in F.L.A.S.H. Curriculum to Nuuanu Elementary Grade 5 teacher</li> </ul>
Gather one resource per month (minimum) in HE/PE to upload onto website (can be related to curriculum, current events, equipment, District updates, etc.)	3 / 3	<ul style="list-style-type: none"> <li>The resources will be mostly links and not hard copy items... but links are being gathered.</li> <li>Articles collected on various health topics/issues</li> </ul>

\* Each number (1, 2, or 3) represents a response from one State RT. There should be two responses for each item.

**Table 35:** Deliverable 4: Create curriculum alignment and assessment

<b>Deliverable Sub Items</b>	<b>Please rate how well you met these tasks</b> 1 = did not meet 2 = partially met 3 = met N/A = not applicable N/R = no response	<b>Action, Progress, Comments</b>
Take current HE/PE curriculum and align them to benchmarks	3 / (N/A)	<ul style="list-style-type: none"> <li>None to review at this time</li> <li>Teaching the Nuts and Bolts of Physical Education</li> <li>Distributed Nuts and Bolts Curriculum to PDE3 class with alignment</li> </ul>
Create matching assessments for these aligned benchmarks	3 / (N/R)	<ul style="list-style-type: none"> <li>The above curriculum has aligned assessments in place already</li> <li>Further aligned assessments have been created for this curriculum by participants taking the class</li> </ul>
Validate previously existing alignments to benchmarks	3 / (N/R)	<ul style="list-style-type: none"> <li>Not sure what this means... is this if I don't do a new curriculum? Or if asked by RT to review previously unaligned curriculum???</li> <li>Validated that the assessments that were included in the curriculum did indeed align with our physical education benchmarks</li> </ul>
Distribute these curricula packaged with validated alignment and assessment tools to schools and teachers who request them	3 / (N/R)	<ul style="list-style-type: none"> <li>All teachers attending the PDE3 course will receive, curriculum, assessments, and alignment</li> <li>All teachers who attended my PDE3 class (24) have received curriculum, assessments, and alignment. Haiku school on Maui as well</li> </ul>
<b>Comments, Successes, Concerns, Barriers or Major Issues Identified</b>		
<ul style="list-style-type: none"> <li>Still not sure what actions need to be taken for website... just a matter of clarifying policy</li> <li>Again my concern is that we may be unable to create/populate/post to any DOE website... still investigating.</li> </ul>		

**Table 36:** Deliverable 5: Provide Model Schools support

Deliverable Sub Items	Please rate how well you met these tasks. 1 = did not meet 2 = partially met 3 = met N/A = not applicable N/R = no response	Action, Progress, Comments
Create, maintain, and update changes on model school packets/portfolios for each content area and grade (PE, HE, NE, el, int/middle, high). Packets should include: agreement form, respective criteria, logic model, work plan)	3 / (N/A)	<ul style="list-style-type: none"> <li>Don't have agreement form as this is year 3 but all action plans are accounted for.</li> </ul>
Oversee lateral alignment of model schools in relation to content area and grade levels (i.e. big picture goal of model schools as a whole)	3 / (N/A)	<ul style="list-style-type: none"> <li>Have model school action plans in place</li> <li>The model schools are completing year 3 of their action plans</li> </ul>
Ensure adequate integration of Wellness Guidelines in each of the model schools.	? / (N/A)	<ul style="list-style-type: none"> <li>Not sure what is meant by this or what my role is in it</li> <li>No clarification received</li> </ul>

**Figure 32:** State PE RT teaching a breakout session at the State Health and PE Conference



## HHIET COMMENTS AND RECOMMENDATIONS

The State Resource Teachers met all of their required deliverables for the 2012-2013 school year. Additional comments, along with their achievements, are summarized below.

### *1. Provide support for District Resource Teachers.*

The State RTs provided continual support for the District RTs by responding to direct requests and inquiries, and also contributing to professional development events in all Districts, particularly those events on Oahu.

One specific task identified for this deliverable was to gather one resource per month for the HHI Health and PE Online Resource. Although the State RTs have reported completing this portion of the deliverable, it is difficult to determine how many resources have been compiled thus far. If delays continue with the development of the website, it is recommended that the State RTs prepare a list or running log of the resources that are waiting to be uploaded. This would allow HHIET to report additional measures for this particular deliverable.

### *2. Create curriculum alignment and assessment for HE and PE curriculum.*

In the 2012-13 SY, the State RTs spent time aligning the “Teaching the Nuts and Bolts of Physical Education” curriculum to the Hawaii Content and Performance Standards and Benchmarks. Five additional curricula were aligned in the 2010-11 and 2011-12 school years. At this point, specific goals have still not been clarified for this deliverable. For example, how many more health and PE curricula need to be aligned? Should there be a minimum number of curricula aligned each year by the State RTs? Is there a complete list of all of the currently aligned health and PE curricula readily available? What is the process for teachers to request these materials?

**2010-2011 SY**

- **Fire Safety Prevention Guide**
- **Power Play 5-A-Day (Gr.4)**
- **Fitness for Life Elementary-Approved only for physical activity version**

**2011-2012 SY**

- **E Ola Pono Middle School Health Curriculum**
- **Distributed Elementary Fitness for Life materials for PDE3 participants**

**2012-2013 SY**

- **Teaching the Nuts and Bolts of Physical Education**

3. *Provide support for Model Schools.*

The State RTs reviewed the Model School action plans to assist in aligning curricula and providing resources when needed. The State PE RT took a greater role in the 2012-13 SY in assisting with two of the PE model schools (Kealahou High and Kainalu Elementary).

4. *Provide support and assistance for YRBS*

Working closely with the YRBS Coordinator, Susan Saka, the State RTs helped to administer the survey throughout the state. The State RTs also collaborated on the revision and publication process of the latest state and county YRBS brochures (2011 data).

5. *Offer at least two PDE3 courses for the 2012-2013 SY (one per RT).*

The State RTs continue to meet and exceed this deliverable every year. They have been regularly working with the Adapted PE Resource Teachers to complete a third statewide PDE3 course for the past several years as well. In addition, the State RTs are also available to help co-instruct District PDE3 sessions when needed.

When reviewing the State RT deliverables for the new school year, the HHI Evaluation Team recommends that DOE and DOH establish specific and measurable objectives that will help narrow down the scope of services and more accurately describe the State RTs deliverables and goals. In addition, with the 2013-14 SY not being a YRBS collection year, and the Model School program now completed, it seems plausible that new deliverables should be added to the State RTs work plan. One possible suggestion is to add a deliverable which focuses on the State RTs leadership role in collecting fitness data on a statewide level (e.g., fitness assessment, PE fair).

# 9

## Additional Professional Development

# 9. Additional Professional Development

As part of the RTs on-going commitment to providing professional development and technical assistance, the RTs continue to offer training events based on the needs of teachers in their District. RTs were asked to submit sign-in sheets for any additional HHI professional development events that they organized beyond the established deliverables. These additional trainings may include one-on-one sessions, faculty in-services, departmental trainings or similar events. The HHI Evaluation Team believes that it is important to track these events not only to show the time commitment invested by the RTs, but also to depict the full scope of work undertaken by the HHI DOE team in addressing physical activity, nutrition, and tobacco education for youth. The following section uses data from the HHI Schools database to summarize the number and type of training events, as well as the participants trained by the HHI Health and PE Resource Teachers.

Overall, there were 339 HHI professional development events offered in the 2012-2013 SY (including both deliverable-based activities and additional professional development events). Of this total, 123 events pertained specifically to the deliverables (e.g., workshops, PDE3s, Model Schools, and Fitness Assessment). Honolulu District organized the largest amount of training events (n=81, Table 37). PE training sessions were by far the most common type of professional development accounting for 61.4% of all events (n=208, Table 38). This is similar to last year, where PE events made up 72.7% of events. In the 2012-13 SY, there also started to be an increase in the number of training events that incorporated technology skills (e.g., iPad usage and Google Docs). For a comprehensive list of professional development training events in each District, please contact HHIET to view results from the HHI Schools database.

The HHI Schools database contains 1,311 non-unique records of people that participated in at least one HHI event between July 1<sup>st</sup> 2012 and June 30<sup>th</sup> 2013. When narrowed down to unique (non-repeat) results, there were 638 entries of participants, with the largest amount of participants working in Honolulu District (n=179) followed by East Hawaii (n=104) and Leeward (n=101) (Table 39).



**Figure 33:** PE Training Session at State Conference

**Table 37:** Total training events

District	Events
Honolulu	81
Kauai	68
Windward	62
Central	38
Leeward	36
East Hawaii	23
Maui	17
State	14
<b>Total Events</b>	<b>339</b>

**Table 38:** Types of training events

Types of Training	# of Events	Percent (100%)
PE	208	61.4
HPE	66	19.5
HE	65	19.2
<b>Total Events</b>	<b>339</b>	<b>100.1</b>

\*Total percentage does not equal 100% due to rounding

**Table 39:** Number of unique participants

District	Unique participants
Honolulu	179
East Hawaii	104
Leeward	101
Central	78
Windward	63
Maui	38
Kauai	36
State/Other	33
West Hawaii	6
<b>Total Participants</b>	<b>638</b>

**Figure 34:** PE Teacher Training

HHI training events were also categorized according to training level (e.g., Overview, 101, 201, etc.). If the training level was not indicated by the RTs, HHIET consulted the syllabus to determine the appropriate training level. The majority of HHI training events were at the 201 level (n=155, Table 40). In previous years, most of the trainings were conducted at the overview or 101 level, so this was an increase in the in-depth material that was presented at the HHI training sessions. Nearly 85% of the training events were one-on-one events, which allowed the RTs to tailor the professional development skills and knowledge being provided (n=288, Table 41).

**Table 40:** Training events by training level (n=339)

District	Overview	101	201	301	Other
Honolulu	16	39	15	11	-
Windward	3	15	40	4	-
Leeward	4	30	1	1	-
Kauai	-	4	57	7	-
Maui	1	15	-	1	-
East Hawaii	4	7	8	3	1
Central	3	5	28	2	-
State	-	3	6	4	1
<b>Total Events</b>	<b>31</b>	<b>118</b>	<b>155</b>	<b>33</b>	<b>2</b>

**Table 41:** Training events by training type (n=339)

District	One-on-One	District Workshop	PDE3	In-service	Other
Honolulu	74	1	1	5	-
Windward	57	1	1	3	-
Leeward	29	3	1	3	-
Kauai	65	1	2	-	-
Maui	12	2	1	1	1
East Hawaii	12	2	2	6	1
Central	31	2	2	3	-
State	8	-	3	-	3
<b>Total Events</b>	<b>288</b>	<b>12</b>	<b>13</b>	<b>21</b>	<b>5</b>

## NON-DELIVERABLE ACHIEVEMENTS

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In the 2012-2013 SY, there were several events, outcomes, and achievements that went beyond the HHI scope of services and deliverables. In particular, the HHI team should be recognized for their achievements in (1) the Windward District Fitness Meet, (2) Physical Education Fair Competition, (3) Pre-School Play Days, and (4) Survey Assistance to name some of the largest commitments.

### 1. WINDWARD FITNESS MEET

Windward District has held an annual Physical Fitness Meet for elementary students for the past 33 years. This is the only District in Hawaii that has continually hosted a District-wide fitness meet. The 2013 Windward Fitness Meet was held on Thursday, March 7<sup>th</sup> with 21 out of 23 Windward elementary schools participating. Curt Okimoto, HHI Windward Health and PE District RT, takes the lead in coordinating this event, but he believes that the support from the Principals and Complex Area Superintendents has been important in maintaining this annual event. In 2013, there were 12 principals that attended and helped play an active role in the fitness meet.



**Figure 35:** Curt Okimoto providing final instructions at the start of the meet

Due to the success of last year's Windward Fitness Meet being aligned with FitnessGram (a national fitness assessment program), the 2013 Fitness Meet continued with this format. Many schools have adopted FitnessGram components as their official fitness assessment as a result of this change. Using the FitnessGram format has also encouraged an increase in the number of students that are eligible to participate in the fitness meet. Previously, approximately 80 elementary students were invited to attend the meet. However, in the past two years, over 800 students had the opportunity to participate in the annual Windward District Fitness Meet.

Curt Okimoto requested the assistance and expertise of all of the District and State HHI Resource Teachers on the day of the event. HHI RTs served as judges, starters, lane organizers, timers, and also helped organize the registration and award distribution process. Supportive parents, teachers, coaches, administrators and more than 50 high school volunteers also contributed their time to ensure that the event ran smoothly.

This year the Windward Meet was held at the Castle High School athletic facility on the new track and field. Lieutenant Governor Shan Tsutsui and representatives from the state Departments of Health and Education attended the event and helped distribute Excellence in Wellness Awards. There were 50 statewide school recipients of the Wellness Award. These schools were honored for implementing at least 90 percent of the Wellness Guidelines for the 2011-12 school year. The Wellness Guidelines include standards for health education, physical education, foods and beverages and support additional healthy school activities. Implementation of the Wellness Guidelines is measured through an annual online survey called Safety and Wellness Survey (SAWS), which is administered jointly by DOE and DOH to school principals.



**Figure 36:** DOH HHI Director, Lola Irvin and Windward CAS, Lea Albert

Lea Albert, Windward District Complex Area Superintendent, has played an instrumental role in recognizing the importance of health and physical education in the Windward District schools. Albert says, “there’s so much research now that says physical education and fitness plays a huge role in their ability to learn so that’s why we’re here...We do this because we care about our young people’s health and well-being”.<sup>8</sup>

Lt. Governor Tsutsui also addressed the crowd and acknowledged the importance of physical education and student achievement in schools. He said that “partnerships and collaboration, like the one between the DOE and DOH, are important in promoting health and wellness at public schools across the state...I think student achievement and physical fitness does go hand in hand and so these are the types of opportunities we’re going to look at to really try to enhance the student learning environment”.<sup>8</sup>

Eight Windward schools were presented with banners at the fitness meet. The HHI RTs helped distribute the remaining banners to the rest of the recipients in their Districts at a later date.



**Figure 37:** Wellness recipient–Laie Elementary



**Figure 38:** State representatives

There were seven agreed upon fitness events for the 2013 Windward Fitness Meet that were aligned with the FitnessGram criteria: curl-ups, push-ups, flexed arm hang, sit and reach, standing long jump, speed races (50 -100 meters) and endurance races (200 - 400 meters).



**Figure 39:** Honolulu RT judging curl-ups and students preparing for 50 meter race

There were five desired outcomes for the 2013 Windward Fitness Meet:

1. Promote health and wellness among elementary students in the district
2. Align fitness performance and goals to a national standardized assessment program
3. Provide an environment of healthy competition among participants
4. Increase the amount of student participation in various fitness events at the meet
5. Create an environment of sportsmanship and positive social interaction with all participants involved



**Figure 40:** Left – HHI RTs filling out award ribbons  
Right – Kauai RT scoring long jump

There were three additional objectives that the Fitness Meet hoped to accomplish: (1) to help align student performance outcomes to national standards, (2) to promote an environment of social interaction and competition, (3) and to increase student participation.

(1) Aligned to Standardized Assessments: In an attempt to implement and track student performance and outcomes, it was proposed that the new Physical Fitness Meet events be aligned to a national standardized assessment program. FitnessGram is a criteria-reference based program that can track student performance according to national norms for each area of health-related fitness.

(2) Spirit of Competition: In the past, students from the same school, but various grade levels would compete at the same time at each station. However, to encourage friendly competition and to increase social interaction, participants from different schools competed together, within their assigned grade level, at each station.

(3) Increased Participation: To increase the amount of student participation, students competed in only one selected event at the Fitness Meet. Each grade level consisted of seven male and seven female participants for grades 3-6. One male and one female alternate were also selected for the fitness team.



**Figure 41:** Top left–push-ups; Top right–high school volunteer helping with sit and reach; Bottom left–Laie Principal Ho judging long jump

## 2. PHYSICAL EDUCATION FAIR COMPETITION

Another event that several of the HHI Resource Teachers have contributed a lot of their time towards is the Annual PE Fair Competition. The majority of participants reside in the Windward District because the PE Fair was initiated by Windward District, HPE RT, Curt Okimoto. The PE Fair can be compared to a Science or Math Fair where students follow established criteria and develop their own projects to illustrate their mastery of specific concepts, benchmarks, and skills (see Figure 42 for requirements). Student goals are measured by pre and post fitness assessments.

**Figure 42:** PE Fair criteria

### 10 Requirements

1. Explain the relationship between a healthy lifestyle and regular participation in physical activity.
2. Choose one area of health related fitness which you would like to improve on and why.
3. Create 2 measurable goals in your selected area of health related fitness that you would like to improve on.
4. List and explain your rationale in selecting at least 3 different fitness activities you will participate in outside of PE class to improve on your selected area of fitness.
5. Identify and analyze 3 factors that may affect your overall health and fitness goals. How can these factors prevent you from achieving your fitness goals?
6. Name 3 clubs, organizations, businesses, or other resources in your community that may help you in achieving your fitness goals.
7. Using the FITT principle, create a 4-week personal fitness plan that will focus on achieving your health related fitness goals.
8. Include a signed testimonial letter signed by a parent or guardian that verifies your participation and results of your project.
9. Conduct a standardized pre and post assessment on your 2 personal fitness goals. Include a data chart or graph in displaying your results.
10. In 100 words or less, reflect on your personal fitness plan and health related goals. Include things that went well, difficulties encountered, and any changes you would make as you continue to live a healthy active lifestyle.

The primary intent of the annual PE Fair is for students to learn practical ways of living a healthy lifestyle by creating a personal fitness plan and meeting specific fitness goals. The PE fair project addresses all of the benchmarks for Standards 3 and 4 (Standard 3 “Active Lifestyle” & Standard 4 “Physical Fitness”). The RTs have also discussed how the implementation of a PE Fair across the state is one method of promoting the importance of physical education in the school setting.

For the 2013 PE Fair Competition, all public and private school students at the secondary level were eligible to participate. The projects were scored using the Scoring Sheet shown below (Table 42). The top three school finalists were from Kahuku Intermediate and High School. The prizes were an indoboard, football and basketball to help promote an active lifestyle. All posters were displayed at HAHPERD’s State Health and PE Conference in May 2013.



**Figure 43:** PE Fair projects displayed at State Conference

The PE Fair continues to be a successful model project that demonstrates student learning and comprehension of the PE standards and benchmarks. As a result, HHIET recommends that the HHI RTs try to expand the amount of participating schools in the PE Fair and also encourage all Districts to participate to ensure adequate statewide representation.

*"Teaching skills for students to remain physically active for a lifetime is also a huge factor in strengthening a program. For most students sports are not a huge part of their life, so teaching them skills through non-traditional sports allows them to be more confident in the physical activity setting." – Middle school teacher*

**Table 42:** PE Fair assessment scoring sheet

Components	Abstract Question	Possible Points
<b>1</b>	Relationship of healthy lifestyle and regular participation in PA	<b>1</b>
<b>2</b>	One area of health related fitness and why?	<b>2</b>
<b>3</b>	Two personal health related goals to be achieved	<b>2</b>
<b>4</b>	Three physical activities outside of PE class	<b>3</b>
<b>5</b>	Three factors that can affect overall health and fitness	<b>3</b>
<b>6</b>	3 Resources in your community that can help achieve your goals	<b>3</b>
<b>7</b>	4 week personal fitness plan using the FITT principle	<b>4</b>
<b>8</b>	Signed testimonial letter by parent indicating participation & results	<b>2</b>
<b>9</b>	Data chart of the pre/post test results for the 2 goals selected	<b>2</b>
<b>10</b>	Overall personal reflection (success, difficulties, changes)	<b>3</b>
		<b>Total 25</b>
Visual and Written Requirements		Possible Points
	Creative visual impact and overall display format and size	<b>5</b>
	Good use of language, graphics, and neat legible font size	<b>5</b>
	Includes at least 5 personal photos of participation in the project	<b>5</b>
		<b>Total 15</b>

### 3. PRE-SCHOOL PLAY-DAY

There are five Districts that organize an annual Pre-School Inclusion Play Day. The theme of the 2013 Pre-School Play Day was *Dinosaur Roar*. The Adapted PE Resource Teachers (APERTs)



**Figure 44:** Central, Honolulu, and Windward APERTs

assume the lead role in coordinating all of the logistics for the event. The HHI RTs also assist in these events by helping to create props, which are essential for the success of the event, as well as transporting equipment, organizing volunteers, helping to label/repair inventory, and providing expertise at the more than 30 stations.

Similar to last year, approximately 1,300 preschoolers attended the five 2013 Pre-School Play Days.

The APERTS and HHI RTs contribute many hours every year to successfully organize this event. It is estimated that the APERTs dedicate approximately 80 to 100 hours towards preparing for this event, and the HHI RTs offer an additional 20 to 40 hours. More than 600 volunteers assisted at the 2013 District Play Day events (held in March and April).

#### **Windward District Play Day**

- 85 student volunteers
- 9 State/District RTs
- 25 community volunteers from Special Olympics

#### **Central District Play Day**

- 145 high school volunteers
- 54 DOE/DOH volunteers
- 50 community volunteers from Special Olympics

#### **Kauai District Play Day**

- Waimea High School students, JROTC & teachers
- 100 preschoolers

#### **Honolulu District Play Day**

- 60 student volunteers
- 20 District Office volunteers
- 50 community volunteers from Special Olympics

#### **Leeward District Play Day**

- 87 student volunteers
- 60 District Office volunteers (physical therapists, SPED RTs, Complex RTs)



**Figure 45:** Clockwise: Dinosaur props; scooters; keiki gym equipment; RTs unloading and organizing the equipment; a preschooler enjoying her turn on the trampoline

#### 4. SURVEY ASSISTANCE

The HHI RTs are also responsible for assisting with statewide school health surveys. This may include any or all of the following tasks: finalizing survey language, assisting school personnel with survey completion, sending continual reminders, collecting completed surveys, reviewing summaries of data, and disseminating findings as needed. The District and State RTs have played an essential role in helping to administer two statewide surveys in particular: the Safety and Wellness Survey (SAWS) and the Youth Risk Behavior Survey (YRBS).

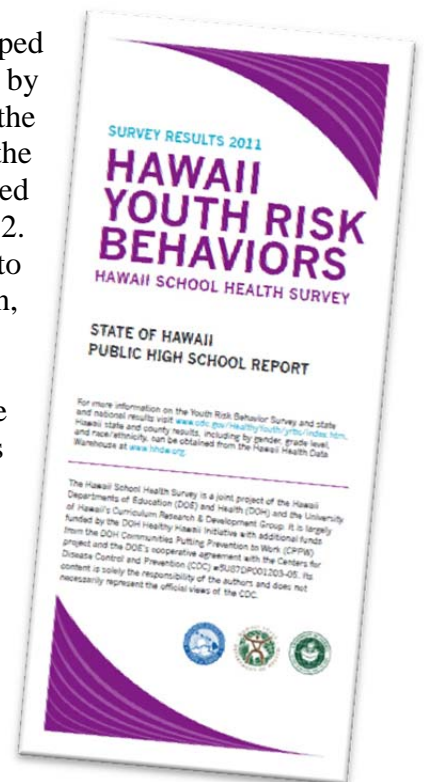
SAWS is an online survey that is jointly administered by DOH and DOE on an annual basis to school principals. The SAWS survey is an important assessment tool used to measure school compliance and implementation of the State Wellness Guidelines. Survey questions are aligned with five component areas of the Wellness Guidelines. The RTs provide reminders to complete the survey and offer technical assistance with the survey process as needed. Only 13 schools did not complete the 2012-13 SAWS survey for an overall response rate of approximately 95%.

Summary data on select indicators are included in the Annual Superintendent's Report. SAWS data may also be used to recognize schools that are in high compliance with the Wellness Guidelines, which may result in eligibility for additional funding or grant opportunities to promote wellness in public schools. The data is also useful for the HHI RTs because it increases their awareness of what areas of health and physical education need more attention in their District.

The Youth Risk Behavior Survey (YRBS) is a national survey developed by the Centers for Disease Control and Prevention (CDC) and funded by the CDC and Hawaii State Department of Health. Susan Saka, from the University of Hawaii Curriculum Research and Development Group, is the primary coordinator for the YRBS in Hawaii. The survey is administered in odd-numbered years to public school students in grades 6-12. Individual classes in participating schools were selected at random to complete the survey. After submitting written parental permission, students anonymously completed the YRBS.

The YRBS measures six health risk behaviors that contribute to the leading causes of death and disability among youth and adults. This includes injuries and violence, tobacco use, alcohol and other drug use, sexual behaviors, dietary behaviors, and physical activity levels. YRBS results can be used to identify future areas for curriculum development and teacher training, to track progress towards school health promotion goals, to describe the prevalence of health-risk behaviors, to assess trends over time, and to support legislation and policies that promote health.

The CDC requires a response rate of at least 60% in order to weigh state YRBS data. If the data is statistically weighted, it is more representative of the student population and it is possible to make valid statewide comparisons across the years. Hawaii's statewide response rate for 2013 exceeded 60% and the response rate is currently being calculated for individual counties.



**Figure 46:** 2011 YRBS brochure, distributed in 2012-13 SY

## **HHIET COMMENTS AND RECOMMENDATIONS**

In addition to the deliverables stated in the HHI work plan, HHIET recommends that the RTs continue to offer additional professional development events as time permits in order to meet the needs and requests of teachers in their District. Here are several suggestions to consider:

- The HHI RTs should encourage new teachers, staff, and schools that have not participated in previous HHI trainings to sign-up for professional development events. Oftentimes, some Districts seem to regularly focus on specific schools, when it would be helpful to reach a larger selection of schools.
- The 2012-13 SY was the first year in several years where an increased number of professional development events were offered at the 201 or 301 level. In previous years, most training sessions were held at the overview or 101 level. HHIET recommends that the RTs continue to offer training events at the 201 and 301 level when appropriate to enhance depth of knowledge and to increase skill capacity.
- Many of the additional professional development events such as the Windward District Fitness Meet, Pre-School Play Days, and PE Fair Competition require a substantial amount of hours and commitment. While these events have not been required deliverables in previous years, they are noteworthy because they can have a wide-scale impact and involvement of students across the state. HHIET recommends that the RTs try to formally incorporate some of these events into their work plan and use Windward District as a model (e.g., District Fitness Meet and the PE Fair Competition).



# 10

## District Expenditures

# 10. District Expenditures

At the end of each semester, Resource Teachers submitted an expense report detailing their HHI expenditures in their District. Please note that these are only approximate expenditures for each District and the RTs were not required to submit invoices or documentation for purposes of this evaluation report. Table 43 categorizes the annual expenditures by District and expense type. **The Model Schools 2013 Program** was the highest category of expenditures (\$44,908.21), totaling 34.2% of the statewide expenditures. This is likely an underestimate because each Model School was awarded approximately \$7,000 per year. **Lending Libraries** and **B/C/T funds** (e.g., supplies, equipment) were the next two highest expense categories. **District Workshops** continue to be the lowest expenditure (\$1,950.00, 1.5%).

**Table 43:** Annual District expenditures, 2012-2013 SY

Expense Type	Kauai	E. Hawaii	Windward	Leeward	Central	Honolulu	Maui	State TOTAL	%
<b>Model Schools 2013</b>	<b>7,000.00</b>	<b>2,411.00</b>	<b>15,000.00</b>	<b>--</b>	<b>458.12</b>	<b>16,000.00</b>	<b>4,039.09</b>	<b>44,908.21</b>	<b>34.2</b>
<b>HPE Lending Libraries</b>	<b>4,210.00</b>	<b>5,489.58</b>	<b>1,000.00</b>	<b>7,030.00</b>	<b>10,145.61</b>	<b>--</b>	<b>--</b>	<b>27,875.19</b>	<b>21.2</b>
<b>B/C/T Funds Total*</b>	<b>6,291.00</b>	<b>2,475.02</b>	<b>4,200.00</b>	<b>1,151.00</b>	<b>5,490.01</b>	<b>7,382.21</b>	<b>810.75</b>	<b>27,799.99</b>	<b>21.2</b>
<i>Supplies</i>	1,654.00	--	--	1,050.00	--	--	--	2,704.00	2.06
<i>Equipment</i>	--	--	2,000.00	--	--	4,500.00	--	6,500.00	4.95
<i>Computer Hardware</i>	--	149.00	--	101.00	--	--	--	250.00	0.19
<i>Travel</i>	4,592.00	2,326.02	2,200.00	--	4,578.01	2,582.21	810.75	17,088.99	13.02
<i>Registration</i>	45.00				912.00	300.00		1,257.00	0.96
<b>PDE3 Courses</b>	<b>2,192.00</b>	<b>5,076.04</b>	<b>800.00</b>	<b>2,550.00</b>	<b>1,500.00</b>		<b>1,862.02</b>	<b>13,980.06</b>	<b>10.7</b>
<b>Substitute Teachers</b>	<b>1,272.00</b>	<b>1,741.30</b>	<b>1,200.00</b>	<b>--</b>	<b>--</b>	<b>4,226.00</b>	<b>--</b>	<b>8,439.30</b>	<b>6.4</b>
<b>Other**</b>	<b>3,500.00</b>	<b>208.00</b>	<b>--</b>	<b>--</b>	<b>2,450.00</b>	<b>135.00</b>	<b>--</b>	<b>6,293.00</b>	<b>4.8</b>
<b>District Workshops</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>1,950.00</b>	<b>--</b>	<b>--</b>	<b>1,950.00</b>	<b>1.5</b>
<b>Total</b>	<b>24,465.00</b>	<b>17,400.94</b>	<b>22,200.00</b>	<b>10,731.00</b>	<b>21,993.74</b>	<b>27,743.21</b>	<b>6,711.86</b>	<b>131,245.75</b>	<b>100.00</b>

\* B/C/T Funds includes additional supplies, equipment, and other operating costs.

\*\* Other: includes miscellaneous curriculum fees

# 11

## Conclusions

# 11. Conclusions

## SUMMARY OF DISTRICT RT DELIVERABLES

Three years ago, *four* of the seven HHI deliverables were completed by the District RTs (2010-11 SY). The following school year (2011-12 SY), *five* of the seven District RT deliverables were successfully met. Last year in the 2012-13 SY, *five* of the deliverables, excluding the Online Resource and the Fitness Assessment goals, were fully completed by the HHI RTs (Table 44). The development of the Online Resource has remained the most difficult deliverable to achieve for the RTs, with this deliverable remaining incomplete for the past four years. Although the desired goal for fitness assessment was not met this year, the RTs did develop a foundation for statewide fitness testing with the expectation that more schools will be ready to participate in the 2013-14 SY. When reviewing the HHI targets for 2020, Hawaii is doing very well with high school smoking rates, but improvements are still needed to increase the number of youth who are at a healthy weight, to increase fruit and vegetable consumption, and to increase levels of physical activity (Table 45, 2011 YRBS data).

**Table 44:** Goals and completed deliverables for the 2012-13 SY

GOALS for the 2012-2013 SY	COMPLETED Deliverables for the 2012-2013 SY
<b>7</b> District Workshops (1 per District)	<b>12</b> District Workshops (All Districts completed)
<b>9</b> PDE3 Courses (1 per RT)	<b>13</b> PDE3s completed (All State and District RTs)
<b>10%↑</b> in schools completing fitness tests	<b>5%↑</b> in schools completing fitness tests ( <b>Not met</b> )
<b>7</b> Lending Libraries (1 per District)	<b>7</b> Lending Libraries (All Districts)
<b>8</b> Model Schools (Minimum of 8 Statewide)	<b>9</b> Model Schools (None in Leeward)
<b>1</b> Online Resource (1 Statewide)	<b>0</b> ( <b>Not met</b> )
<b>1</b> In-Kind State Conference (1 Statewide)	<b>1</b> HAPERD's Statewide Health and PE Conference

**Table 45:** Long-term HHI goals

HHI GOALS by 2020	Current Status of HHI GOALS (YRBS 2011)
↓ the prevalence of smoking among high school students to less than <b>13%</b>	High school smoking rates are currently self-reported at <b>8.7%</b>
↑ the proportion of high school students at a healthy weight to <b>85%</b>	<b>73.4%</b> of high school students are at a healthy weight (26.6% are overweight/obese)
↑ the proportion of high school students who consume at least five daily servings of vegetables and fruits to <b>25%</b>	In the past 7 days, <b>17.5%</b> of high school students consumed at least 5 servings of vegetables and fruits each day
↑ the proportion of youth who meet the recommended levels of physical activity to <b>50%</b>	<b>21%</b> of high school students are physically active for 60+ minutes in 7 of the past 7 days <b>25%</b> of middle school students are physically active for 60+ minutes in 7 of the past 7 days

When combining the required deliverables with the additional professional development events that were conducted by the HHI Resource Teachers, the following achievements should be recognized from the 2012-2013 school year:

- 12 District Workshops were conducted (130 participants)
- 13 PDE3 semester-long courses were conducted (182 participants)
- 5% increase of schools that completed fitness tests (51 schools overall)
- 14,554 health and PE resources were available to borrow; 2,586 resources lent out
- 93 individual schools utilized the Lending Library resources
- 9 Model School action plans were implemented
- 1,381 Model School student surveys were collected; 14 teacher reflections completed
- 15 breakout sessions were available at statewide conference (81 attendees)
- 339 HHI professional development events were offered during the 2012-13 SY
- 638 unique participants (teachers/staff) were trained in the 2012-13 SY

## **HIGHLIGHTS FROM THE 2012-2013 SY**

HHIET would like to further expand on five key accomplishments from the 2012-2013 school year.

### **1. Integrating Technology and Physical Education**

In order to relate to today's youth, understanding and utilizing technology is important to capture the attention of students. There are many ways to integrate technology into PE from the use of basic equipment such as heart rate monitors, pedometers, and GPS devices, to more complex technologies such as video games and simulators that mimic the motions used in sports and physical activity (e.g., Dance Dance Revolution, Wii). These fitness activities can help increase the appeal of PE class and can make class both challenging and rewarding. Under Gregg Agena's leadership, the HHI RTs worked with teachers and schools to integrate technology into curriculum and instruction. Technology was not only used as a motivational tool for students, but also as an evaluation component. Google documents and iPads provided a vehicle to facilitate student assessment and evaluation. The RTs helped demonstrate to teachers how to use iPads in the classroom as a means of documenting specific lessons and skills. Students enjoyed having immediate visual feedback of their techniques and skills and they were excited to see progress over time.

### **2. Completion of the Model Schools 2013 Program**

The HHI RTs continued to invest their time and resources in the Model Schools 2013 Program. After completing three years of this program, the Model Schools showed different levels of progression and success. Highlights from the third year of the Model Schools Program included updating nine action plans, completing quarterly progress reports, conducting observations at the Model Schools, administering follow-up student surveys, and distributing Model School banners to display on campus. Many of the schools felt a sense of pride and accomplishment for strengthening their health, nutrition, and physical education programs as they reflected on their achievements over the past three years.

### **3. Fitness Assessment**

Adding fitness assessments as a new deliverable is a timely addition to the HHI work plan given that fitness data for students is being used more frequently around the country as a benchmark to measure

health-related fitness levels of youth today. Fitness assessments also have the potential to improve curriculum development and have been successfully connected to other school indicators such as academic performance and test scores. During the 2012-13 SY, the RTs spent time meeting with experts and researching the process for implementing fitness assessments on a statewide basis. The RTs also worked to collect data on the number of schools currently implementing fitness tests in their Districts. Furthermore, the HHI RTs utilized PDE3 courses, District Workshops, and one-on-one training opportunities to provide technical assistance to individual teachers and/or entire PE departments on fitness assessment components and techniques.

#### **4. The Amount of Professional Development Events Offered**

Providing professional development to teachers across the state is expected to enhance teachers' knowledge and skills in health and PE-related curriculum. The number of professional development trainings that were taught by RTs in one school year should be recognized as an accomplishment. The HHI RTs conducted 123 deliverable-based activities, and a total of 339 professional development events overall, which is impressive for a team of only nine RTs.

#### **5. Organizing Additional Professional Development Events Beyond the Deliverables**

There are additional events that the RTs are committed to carrying out beyond their stated deliverables and work plan. These events have been more student-focused in recent years and include the Windward District Fitness Meet, the annual Pre-School Play Day, and the PE Fair Competition. The Fitness Meet received local media coverage with State leaders attending to support health and wellness in schools. State representatives helped present banners to those schools that had successfully implemented at least 90% of the Wellness Guidelines.

### **OVERALL COMMENTS AND RECOMMENDATIONS FOR DELIVERABLES**

Over the last decade, the primary goal of the HHI schools-based initiative has been to support standards-based health and physical education in schools by funding state and district-level health and PE resource teachers. These RTs are responsible for building capacity and providing professional development to teachers and staff in grades K-12 to implement the Hawaii Content and Performance Standards in health and physical education. The process of providing professional development for teachers in health, nutrition, and physical education is expected to impact student health, knowledge, and behaviors over time.

It is important to re-examine this process of delivering professional development on an annual basis and identify if the current deliverables are adequately achieving the desired outcomes and results. After reviewing the data, outcomes, and progress on the annual deliverables in this evaluation report, HHIET recommends that DOH and DOE discuss whether any additional strategies or deliverables have the potential to provide a larger and more meaningful impact on the health of children in the school setting.

The following is a list of 25 recommendations compiled by the HHI Evaluation Team for the HHI DOE and DOH team members to consider as they implement their work plan and deliverables for the 2013-2014 school year and beyond. Please note that not all of these are new recommendations, with several recommendations having been suggested in previous evaluation reports.

## **Professional Development (District Workshops and PDE3 Courses)**

**1. Set targets for participation:** It would be beneficial to identify specific enrollment goals for District Workshop and PDE3 courses. In previous school years, a minimum number of participants was not set for HHI events. As a result, it is possible that only two individuals attended a workshop in one District and more than 25 individuals attended a workshop in another District. For the 2013-14 SY, the RTs have agreed to target a minimum of 10 participants for each PDE3 course. HHIET also recommends applying this same criteria to District Workshops in order to reach more teachers and to maximize the RTs limited time. Another consideration is that some Complex Areas have not had representation at PDE3 courses and District Workshops, so would it be reasonable to request that at least one teacher from every Complex Area attend whenever possible? In addition to defining a minimum number of attendees, are the RTs aiming to reach a particular type of DOE employee (classroom teacher, HPE teacher, counselor, etc.)? If so, this should be listed in the annual work plan so that the HHI Evaluation Team can track this accordingly with sign-in sheets.

**2. Encourage new schools and new teachers to attend HHI trainings:** When time permits, the HHI RTs should follow-up with participants and schools that have attended previous HHI professional development events. It will be helpful to find out how well they are implementing the new skills and curricula. Schools and teachers that have never attended HHI training events should also be encouraged to participate. Sign-in sheets reveal that many of the same teachers and/or schools tend to regularly attend HHI events in their District. While their enthusiasm should be noted, the RTs should work on expanding the amount of schools and teachers they are reaching to build capacity across the state.

**3. Offer trainings at higher levels:** Out of 339 professional development trainings, 149 were offered at the Overview or 101-level. RTs should continue to provide Overview and 101-level trainings to teachers who need or request such trainings. However, teachers and schools should also be encouraged to participate in trainings at higher training levels to increase skill capacity and enhance their depth of knowledge. There was a noticeable increase in events offered at the 201-level in the 2012-13 SY compared to the 2011-12 SY. This pattern should be continued in the 2013-14 SY.

**4. Align training topics with HHI goals:** As much as possible, all training topics should be aligned with the HHI goals of promoting healthy eating, physical activity and tobacco free lifestyles. Several of the District Workshops and PDE3 events relate to additional health topics such as healthy sexuality, bullying, and suicide prevention. While the necessity of these health topics is not in question, the goals of the HHI contract are to focus on three specific health behaviors. Once all seven of the deliverables are met each year, HHIET recommends that the HHI RTs should then consider expanding upon other important health topics.

**5. Technology incorporated into training sessions:** With the increased need to incorporate technology into health and physical education, HHIET recommends that District Workshops and/or PDE3 courses include technology segments when appropriate during the 2013-14 SY. This could include the demonstration of heart rate monitors and pedometers in the instructional setting or explaining how Google documents and iPads can facilitate classroom assessments and goals.

## **Lending Libraries**

### **6. Set specific and measurable goals for the Health and PE Lending Libraries:**

It is recommended that the RTs provide more information in the work plan on the overall intention of the HPE Lending Library. What is the overall goal? Is the goal to increase the number of resources each year, or to increase the number of resources that are borrowed?

**7. Improve the accuracy of Lending Library records:** While several RTs have compiled a comprehensive inventory list, other RTs have not been as thorough in listing the type and quantity of items that are available to borrow in their District. There have been several inconsistencies observed in the inventories and logs such as not specifying the quantity available or some Districts stating that they have zero health education materials. Should all Districts have both health and PE resources available to borrow? In order to approve the accuracy of the Lending Library inventories it is recommended that RTs update their inventories at the start of each school year.

**8. Circulate Lending Library inventory lists to teachers in each District:** It is strongly recommended that each of the RTs distribute a copy of their inventory list to teachers in their District. This can be done via email, presentations, and/or on the HHI health and PE website that is being created. This will increase the awareness among teachers regarding the types of resources that are available to borrow to enhance health and physical education standards-based curricula. It is expected that sharing the inventory list and resources will improve the usability and functionality of the Lending Library. Several RTs have been successful at distributing their inventory lists, but not all District RTs have followed a similar process.

**9. Distribute Lending Library reflection forms:** Reflection forms have been made available for RTs to distribute to each school/teacher that borrows materials and equipment. The reflection form allows teachers to explain specifically how they used the resources, what impact it had on students, and what their professional development needs are for the future. Only one RT has actively used these reflection forms, therefore, HHiet recommends that the RTs try to utilize these forms on a more regular basis in the 2013-14 SY. The feedback from reflection forms may help provide more direction for the usage and sustainability of the Lending Library.

## **Fitness Assessment**

**10. Set short-term and long-term goals for statewide fitness assessments:** With the RTs having developed a starting point for implementing statewide fitness assessments, they should make certain to create specific short-term goals (each school year) and long-term goals (their vision for the next 3-5 years). Will the RTs continue working on a 10% increase in participating schools during the 2013-14 SY? What is a reasonable goal over the next several years (50% of schools or 100% of schools implementing fitness tests in specific grade levels)?

**11. Decide upon a method for data collection, data entry, and data storage of statewide fitness assessments:** The RTs are in the process of training other teachers, staff, and community members to assist with fitness tests. The HHI RTs have had many discussions on how to best collect and store the fitness data. The RTs and classroom teachers do not have enough time to complete the data entry for every student, so who will inherit this task? Will data be stored on each District or Complex server, or will the HHI team be able to store all of the statewide data? Is it possible for this to be accomplished through third-party vendors such as Google Documents or Cooper Institute (developer of

FitnessGram), or has an alternative process been identified? Will the state be able to store all student records anonymously yet monitor fitness data from elementary school to high school?

### **Online Resource**

**12. Create a website outline:** DOE is working with internal partners to assist with the development of the HHI website. In order to progress forward on this deliverable, a basic structure is needed for the website. The State RTs should create an outline of the content that will be included on the website. For example, will all District RTs be required to upload similar information to their District page to ensure uniformity throughout the website (e.g. lending library inventory)? If so, minimum requirements need to be established for the necessary content. Even if there are delays with the actual creation and design of the website, these guidelines can still be established as soon as possible.

**13. Collect and store resources for the website in one central location:** The RTs have been collecting resources on an ongoing basis over the past several years. Presently, no one has been accountable for collecting a complete list of available resources. It is recommended that one central location be dedicated to store all of the health, nutrition, and PE materials and resources for the District and State RTs. Once the website has been built, the content and resources can be quickly accessed and uploaded. It is recommended that one of the State RTs be designated to collect and store the resources early in the 2013-14 SY. HHIET recommends that the State RTs be responsible for initiating a detailed log or database of resources to be submitted as part of this deliverable. This will demonstrate that progress has been made on this deliverable even if the developmental stages and technical aspects are beyond their control.

**14. Establish a process for uploading resources:** In the past, it was confirmed that the District RTs will not be responsible for uploading their files directly to the website. All content must be reviewed and approved by DOE officials before being publicly shared. When the District RTs would like to share information about an upcoming event in their District, approximately how much time is needed to approve and upload the content? The process and timeline for this should be clearly understood by all RTs to ensure that it is a functional online resource.

**15. Promote usage of website:** Once created, how will the new website be shared with teachers, staff, school officials, parents, and community members (e.g., email announcement via Lotus Notes, newsletter, memo)? HHIET also recommends that the HHI RTs track the number of hits/number of people that view the website in order to accurately monitor the usage of the website. In the future, HHIET can assist with distributing a survey to collect feedback on the website if desired.

### **State Health and PE Conference**

**16. Return to hosting the State Conference on a week day:** This year HAHPERD's State Health and PE Conference was held on a Saturday. The attendance was much lower than in previous years when the conference was held during the school week. It is recommended that the RTs work with HAHPERD to organize the 2014 State Conference on a week day in order to increase participation.

**17. Increase the number of health and nutrition sessions offered at the State Conference:** There were 15 health, nutrition and PE breakout sessions available at the State Health and PE Conference, with nine concentrating on PE, three reviewing health education topics, two focusing on both health and PE, and one miscellaneous session. One recommendation is to increase the number of health and

nutrition sessions that are offered in future State Conferences to provide a better balance of health and physical education professional development sessions.

**18. Invite more leaders to attend the State Conference:** The RTs have previously discussed the possibility of inviting more school leaders to this conference as a way of changing and improving the perception of health and physical education in schools. This could include principals, complex leaders, and even other classroom teachers. As a result of the conference taking place on a Saturday, not many school leaders were able to participate in 2013. It should also be noted that this annual conference may be a good opportunity to invite other distinguished state leaders and representatives to keep them apprised of the new and innovative topics taking place in the health and physical education field today.

### **Model Schools 2013 Program**

**19. Assist Model Schools in meeting and maintaining the Wellness Guidelines:** Although the deadline for implementing the Wellness Guidelines was in June 2011, many schools have not been able to meet these goals yet. Last year, it was strongly recommended that all Model Schools be in compliance with the Wellness Guidelines by the end of the Model School Program in May 2013. There are still several Model Schools that are not meeting the minimum recommended minutes of health and PE and are still not meeting fundraising guidelines (e.g., selling oversized Jamba Juice cups). If these Model Schools are going to be serving as a model for the rest of the state, then it is recommended that the RTs continue to stay in touch with these particular schools to ensure they are in compliance with the Wellness Guidelines.

**20. Share more success stories and lessons learned from Model Schools:** Over the past three years, the RTs have monitored success stories, progress, challenges, and student work from their Model Schools. The RTs should decide the most appropriate methods for showcasing the success stories and lessons learned to other schools across the state. Will this be done on a District by District basis or on a statewide level? What form will this take? The RTs have video footage from their iPads that could be compiled into a DVD to share with other schools. Presentations could also be given to school and community leaders by Model School team members and the RTs to highlight some of the successes.

**21. Review evaluation reports and sustainability of Model School programs:** The HHI Evaluation Team will soon be distributing the final set of evaluation reports from the site visits (SOFIT and SOPLAY data), along with the follow-up student survey reports that assess students' knowledge, attitudes and behaviors towards health, nutrition and physical education. It is recommended that the RTs schedule a meeting with their Model Schools to review these reports. In addition to sharing this feedback, this will provide the RTs with an opportunity to review the school's progress over the three years and to discuss a plan for sustaining their school-wide achievements and complete any unmet goals.

### **New Recommended Deliverables**

**22. Increase participation in the Statewide PE Fair and District Fitness Meets:** Last year, HHIET recommended that the RTs promote the expansion of the PE Fair Competition and District Fitness Meets. These events have been very successful in the Windward District thus far. Although the HHI team did not increase participation in the PE Fair or Fitness Meet in other Districts in the 2012-13 SY, the RTs have elected to make these two events more prominent in their 2013-14 work plan. Each District will now be responsible for organizing a PE Fair and Fitness Meet. At the time of writing, the

District RTs intend to work with one Complex Area in their District to complete these events. It is recommended that the RTs determine which schools they will be working with by the end of the second quarter to make sure that there is enough time to complete this new deliverable by the end of the school year. At the end of the year, the team should discuss lessons learned, challenges and successes with these events in order to identify ways of increasing participation in future years.

**23. Specify State RT goals for curriculum alignment and assessment of HE and PE curriculum:**

In the past three years, the number of HE and PE curricula that have been aligned to the Hawaii Content and Performance Standards and Benchmarks has varied (1-3 curricula per year). It would be helpful to provide more detail about the goal(s) of this deliverable. For example, should the State RTs target a certain number of curricula each year? How many more curricula need to be aligned? Is there a process for sharing the list of currently aligned health and PE curricula and assessments with teachers? Should these curricula be incorporated into the PDE3 courses offered by the State RTs?

**24. Review, refine, and replace several State RT Deliverables:** A few of the State RT goals are very broad and do not provide enough detail on the full scope of work provided by the State RTs. For example, the Model Schools 2013 Program came to a close in May 2013, therefore it is recommended that a new deliverable be added as a replacement to the State RT's work plan. One potential new deliverable could be to provide leadership and expertise for the statewide implementation of fitness assessments. Alternatively, the Model School deliverable could be updated to indicate that the State RTs will take the lead in sharing best practices from the Model School program.

### **General Recommendations**

**25. Celebrate successes and achievements:** It is important to recognize and celebrate the HHI achievements from each school year. This may include small or large accomplishments such as reaching a certain number of teachers with professional development activities, promoting successful partnerships, providing training on a new curriculum, or making progress on new deliverables. The RTs should be encouraged to share and celebrate their accomplishments with colleagues, schools, families, and community members. There were two methods in particular that were memorable from the 2012-13 SY: (1) the presentation of Model School banners to the nine schools that completed this three-year program and (2) the presentation of "Excellence in Wellness Banners" by state leaders at the Windward District Fitness Meet to acknowledge schools that achieved more than 90 percent of the Wellness Guidelines.

### **Concluding Remarks**

In closing, the HHI Evaluation Team hopes that the data in this evaluation report will provide a solid foundation to facilitate a meaningful discussion between the Department of Health and the Department of Education as they collaborate and support the health of Hawaii's youth for many years to come.

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# Appendices

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Appendix C: Health and PE Training Level Criteria

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Appendix I: HAHPERD State Conference Themes

Appendix J: SOFIT and SOPLAY Recording Forms

Appendix K: Presentation for American Public Health Association Conference

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Appendix M: Model Schools – Comments from Resource Teachers

## APPENDIX A: HHIET Meetings, Trainings, and Technical Assistance

HHIET Meetings, Trainings, and Technical Assistance		
DATE	LOCATION	NOTES
<b>AUGUST</b>		
8/10/12	DOE – OCISS	Meeting to review SAWS with Jen, Becky, Ranjani, Lisa, Cathy, and Kathy
8/15/12	Down to Earth	Monthly DOH evaluation meeting with Jen, Becky, and Steph
8/20-21/12	DOE – OCISS	Monthly RT Training – Becky presented evaluation data from 2011-12 SY
8/29/12	School Food Service Branch	SFS Evaluation Meeting with Jen, Glenna, Becky, and Dexter
<b>SEPTEMBER</b>		
9/5/12	Down to Earth	Monthly DOH evaluation meeting with Jen, Becky, and Steph
9/11/12	UH – HHIET Office	Monthly RT Web Ex Meeting
9/21/12	UH – HHIET Office	Submitted IRB Continuing Review Application to UH
9/24/12	DOH – HHI Office	Phone conference with Eileen, Jen, and Becky to review Waiakeawaena's Action Plan; Phone conference with Lance, Jen, and Becky to review Kalama's Action Plan
<b>OCTOBER</b>		
10/3/12	UH – HHIET Office	Monthly DOH evaluation meeting with Jen and Becky (via phone)
10/8-10/12	Pacific Global Health Conference	HHIET poster presentation on 10/8/12
10/9/12	UH – HHIET Office	Monthly RT Web Ex Meeting
10/15/12	UH – HHIET Office	Phone conference to review Laie's Action Plan with Jen, Becky, and Curt
10/16/12	Honolulu District Office	Review Jarrett's Action Plan with Jen, Becky, and Denise
10/26/12	Jarrett Middle School	Steph trained new HHIET graduate research assistant on SOFIT/SOPLAY observation
10/28-31/12	APHA Conference (San Francisco)	Becky gave an oral and poster presentation on HHI data on 10/29/12
<b>NOVEMBER</b>		
11/7/12	Down to Earth	Monthly DOH evaluation meeting with Jen and Becky
11/13/12	UH – HHIET Office	Monthly RT Web Ex Meeting
11/16/12	UH – HHIET Office	Phone meeting with Becky and Nancy
11/19/12	Honolulu District Office	Review Kauluwela's Action Plan with Jen, Becky, and Denise
11/20/12	Pearl Harbor Kai Elementary	Meeting with Yvette, Delcy, Jen, and Becky
11/28/12	DOE – OCISS	Phone meeting with Curt, Lisa, Jen, and Becky to review Kainalu's Action Plan; Phone meeting with Lisa, Jen, and Becky to review Kealakehe's Action Plan
<b>DECEMBER</b>		
12/5/12	Down to Earth	Monthly DOH evaluation meeting with Jen and Becky
12/6/12	DOE – OCISS	Monthly RT Training
12/6/12	UH – HHIET Office	Submitted Research Application to DOE's Data Governance Office (IRB Continuing Review)

<b>JANUARY</b>		
1/9/13	Red Hill Golf Course	Fitnessgram Team Meeting
1/16/13	Coffee Bean – Monsarrat	Monthly DOE/DOH meeting – Ann, Gregg, Becky, Jen
1/24/13	King Intermediate School	Pre-school/SPED workshop
1/25/13	DOE – OCIS	Monthly RT Training
<b>FEBRUARY</b>		
2/12/13	DOE – OCIS	SAWS meeting – Glenna, Ann, Gregg, Tonya, Ranjani, Jen and Becky
2/19/13	Pearl Harbor Kai Elementary	Monthly RT Training
2/22/13	Kauluwela Elementary	Site visit to cafeteria to review logistics for data collection – Becky and Steph
<b>MARCH</b>		
3/4/13	Teleconference	Phone call with Data Governance Office to review IRB application – Jen, Becky, Ann, Gregg, Shelly Larson, and Jennifer Higaki
3/5/13	Waiakeawaena Elementary – Hilo	Model School – Celebration of Learning – Gregg, Ann, Becky, Jen
3/6/13	Castle High School	Windward District Fitness Meet
3/7/13	DOE – OCIS	Monthly RT Training
3/19/13	DOH – Teleconference	Phone call with Data Governance Office – Ann, Gregg, Jen, and Becky
<b>APRIL</b>		
4/3/13	Kalama Intermediate – Maui	Family Standards Night – Demonstration of PE Lessons
4/5/13	Kalama Intermediate – Maui	Model School Site Visit – Data Collection by HHIET – Becky, Steph and Francine
4/10/12	Kauluwela Elementary	Cafeteria Site Visit – Data Collection by HHIET
4/11/13	Kainalu Elementary	Model School Site Visit – Data Collection by HHIET – Becky and Hyun-Hee
4/12/13	Kauluwela Elementary	Cafeteria Site Visit – Data Collection by HHIET
4/12/13	Manoa District Park	Honolulu Pre-school Play Day - Steph
4/15/13	Laie Elementary	Model School Site Visit – Data Collection by HHIET - Becky
4/18/13	Red Hill Elementary	Model School Site Visit – Data Collection by HHIET – Becky and Hyun-Hee
4/19/13	Kealakehe High School	Model School Site Visit – Data Collection by HHIET – Becky, Steph and Francine
4/26/13	Waimea High School	Model School Site Visit – Data Collection by HHIET – Becky and Steph
<b>MAY</b>		
5/1/13	DOH	Monthly Evaluation Meeting – Becky and Jen
5/2/13	Jarrett Middle School	Model School Site Visit – Data Collection by HHIET – Becky and Hyun-Hee
5/11/13	Punahou	State Health and PE Conference
5/13-5/14/13	DOE – OCIS	Monthly RT Training
5/15/13	Kauluwela Elementary	Nutrition Curriculum Parent Night
5/21/13	DOH	Review Panel for School Wellness Award
5/23-24/13	Hilton Waikiki	PAN Summit

## Appendix B: Health and PE Standards Logic Model

### HHI – Health and Physical Education Standards Logic Model 2012-2013 School Year

Inputs	Activities	Outputs (Contract Deliverables)	Short-Term Outcomes (2010-2013)	Intermediate Outcomes (2013-2015)	Long-Term Outcomes (2015-2020)
<p><b>Funding:</b></p> <ul style="list-style-type: none"> <li>• HHI Funding</li> <li>• DOE State Funding</li> <li>• HAHPERD</li> </ul> <p><b>HHI Paid Staff:</b></p> <ul style="list-style-type: none"> <li>• 1 School Health Coordinator (DOH)</li> <li>• 7 District RTs (DOE)</li> <li>• 2 State RTs (DOE)</li> <li>• 1 HHI ES (DOE)</li> <li>• 1 secretary (DOE)</li> </ul> <p><b>Facilities &amp; Classrooms</b></p> <ul style="list-style-type: none"> <li>• Model Schools</li> <li>• DOE</li> <li>• DOH</li> </ul>	<p><b>Resource Teachers:</b></p> <ul style="list-style-type: none"> <li>• Conduct teacher trainings, collect survey data, implement education standards, carry out deliverables</li> </ul> <p><b>District Workshops:</b></p> <ul style="list-style-type: none"> <li>• RTs organize HE/PE workshops</li> </ul> <p><b>Model Schools 2013:</b></p> <ul style="list-style-type: none"> <li>• Establish one school for each grade level and area: HE, PE and/or NE</li> </ul> <p><b>PDE3 Courses:</b></p> <ul style="list-style-type: none"> <li>• Train public school teachers on in-depth professional development and curricula: HE, NE, PE and PA</li> </ul> <p><b>FitnessGram:</b></p> <ul style="list-style-type: none"> <li>• Encourage and provide support for administration of FitnessGram.</li> </ul> <p><b>Online Resource for HE &amp; PE Information Established:</b></p> <ul style="list-style-type: none"> <li>• Upload &amp; consolidate past professional development materials, instructional maps, etc.</li> </ul> <p><b>Expansion of State and District HE &amp; PE Lending Libraries:</b></p> <ul style="list-style-type: none"> <li>• Create instructional resources supporting DOE's Hawaii Content and Performance Standards III</li> </ul> <p><b>School Health Surveys:</b></p> <ul style="list-style-type: none"> <li>• Increase survey response rate for YRBS/SAWS through RT support</li> </ul> <p><b>Promote Wellness Guidelines:</b></p> <ul style="list-style-type: none"> <li>• Implement &amp; maintain guidelines</li> <li>• Share progress of Healthy Hawaii Grant Activities in schools</li> </ul> <p><b>In-Kind Statewide Conference:</b></p> <ul style="list-style-type: none"> <li>• Partner with external agency</li> </ul> <p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Assess the need for additional prof. development such as one-on-one trainings, faculty trainings, etc.</li> </ul> <p><b>Healthy Schools Database:</b></p> <ul style="list-style-type: none"> <li>• Utilize database to track the # of teachers trained &amp; students reached</li> </ul>	<p><b>7 District Resource Teachers:</b></p> <ul style="list-style-type: none"> <li>• Each RT submits 2 semester end progress reports, 4 quarterly model schools reports, and attends 9 RT meetings annually</li> </ul> <p><b>7 District Workshops:</b></p> <ul style="list-style-type: none"> <li>• One in each district</li> </ul> <p><b>Minimum 8 Model Schools 2013:</b></p> <ul style="list-style-type: none"> <li>• Complete baseline assessment of schools, complete action plan &amp; logic model for 2010-11 SY, and implement first year of curricula</li> </ul> <p><b>PDE3 Courses:</b></p> <ul style="list-style-type: none"> <li>• Minimum 7 district level</li> <li>• Minimum 2 state level</li> <li>• Portfolios required; credit earned</li> </ul> <p><b>FitnessGram:</b></p> <ul style="list-style-type: none"> <li>• Increase the number of schools participating by 10% in 12-13SY</li> </ul> <p><b>Online Resource for HE &amp; PE Information Established:</b></p> <ul style="list-style-type: none"> <li>• Contribute instructional materials and resources (website committee created; state RTs one per month)</li> <li>• Develop &amp; disseminate website</li> <li>• Create 1 survey for website users</li> </ul> <p><b>Expansion of State and District HE &amp; PE Lending Libraries:</b></p> <ul style="list-style-type: none"> <li>• 7 lending library expansions</li> <li>• Purchase &amp; store resources for State/District lending libraries</li> <li>• Monitor utilization rates with inventory &amp; logs (one per district)</li> </ul> <p><b>In-kind Statewide Conference:</b></p> <ul style="list-style-type: none"> <li>• Assist HAHPERD in planning</li> <li>• Give presentations if needed, collect pre/post eval and sign-ins</li> </ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Collect sign-in sheets, pre/post evaluations, reflection forms</li> </ul> <p><b>Healthy Schools Database:</b></p> <ul style="list-style-type: none"> <li>• Use event sign-in sheets to enter teacher and student count info into the database</li> </ul>	<p><b>Establish Model School 2013 Health Programs:</b></p> <ul style="list-style-type: none"> <li>• At least one established model program in elementary, middle &amp; high school in HE, PE or NE.</li> </ul> <p><b>PDE3 Courses:</b></p> <ul style="list-style-type: none"> <li>• PDERI trained teachers implement curricula</li> </ul> <p><b>FitnessGram</b></p> <p>Assess individual fitness standards. Provide data for personal transition plan</p> <p><b>Increase Professional Development Reach:</b></p> <ul style="list-style-type: none"> <li>• Increase % of teachers receiving professional development training</li> </ul> <p><b>Increase Depth of Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Increase % of teachers receiving professional development training at Overview, 101, 201, etc.</li> </ul> <p><b>Online Resource for HE &amp; PE Information:</b></p> <ul style="list-style-type: none"> <li>• Increase content &amp; materials</li> <li>• Monitor # or % of hits</li> </ul> <p><b>Expansion of HE/PE Lending Libraries:</b></p> <ul style="list-style-type: none"> <li>• Monitor # items lent out</li> </ul> <p><b>School Health Surveys:</b></p> <ul style="list-style-type: none"> <li>• Achieve at least 60% rates on all School Health Surveys (SAWS/YRBS)</li> </ul>	<p><b>Model Schools:</b></p> <ul style="list-style-type: none"> <li>• By 2013, Model Schools will be ready to serve as a “model” for other schools in Hawaii in HE/PE/NE curricula</li> </ul> <p><b>Improve Student Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Students have improved knowledge and skills in respective content areas</li> </ul> <p><b>Improve Student Behavior:</b></p> <ul style="list-style-type: none"> <li>• Increase physical activity</li> <li>• Increase healthy eating</li> <li>• Decrease in tobacco use</li> </ul> <p><b>Improve Infrastructure:</b></p> <ul style="list-style-type: none"> <li>• Improvements to BOE &amp; school-level health policies and practices</li> </ul> <p><b>Improved Access to Resources:</b></p> <ul style="list-style-type: none"> <li>• Have an efficient system maximizing use &amp; access to shared resources for teaching HE &amp; PE standards</li> <li>• Maximize use of materials schools are unable to purchase on their own</li> </ul> <p><b>Improved Support for HE &amp; PE Teachers:</b></p> <ul style="list-style-type: none"> <li>• Increase unique # of trainings</li> </ul>	<p><b>Health Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Increase proportion of youth in healthy weight</li> <li>• Increase proportion of youth engaged in healthy behaviors</li> <li>• Meet Healthy People 2020 Objectives</li> </ul> <p><b>Educational Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Improve SAT scores, graduation rates</li> </ul> <p><b>Social Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Enable students to have lifelong skills of a healthful living</li> </ul> <p><b>Policy Outcomes:</b></p> <ul style="list-style-type: none"> <li>• All schools in Hawaii have the wellness policy implemented and thriving</li> </ul>
		<div>Process objectives</div>	<div>Program objectives</div>	<p>YRBS, YTS, Test Scores, Graduation rates, HHI Cross Sectional Survey, SCHIPS data, Ch. 19 data, Pre-Post evaluations at model schools, F&amp;V measures</p>	<div>Impact</div>

## APPENDIX C: Health and PE Training Level Criteria

### Description of Training Levels

#### Overview

- Waiver days
- Department meetings

These are brief meetings with one teacher or all teachers at a school. You may be sharing information about Health or PE standards, but most times this is a request from the field asking specifically for your support and help.

#### Health and PE 101

- HCPS III
- Standards-based Curriculum

This is anything to do with HCPSIII. The curriculum that you may introduce to teachers must be aligned to the standards. The curriculum must also use best practices and has scientific evidence that backs it. Suggested curriculum: LifeSkills, SPARK, HMSA Nutrition, Diabetes and You, Playground Safety, the use of Tri-Fit.

#### Health and PE 201

- Curriculum Mapping
- Benchmark Mapping
- Standards-based Record Keeping
- Standards-based Grading and Assessment

A 201 level training focuses on the depth of the training. After teachers use the curriculum, we want to see how they are using the curriculum to assess students' skill. Health Education does a 201 training using the assessment training from SCASS. One way PE has packaged its 201 training is by going over standards-based lessons and assessments as well as record keeping and grading.

#### Health and PE 301

- Teacher Evidence
- Student Evidence

With 301 training sessions, teachers develop their own curriculum and or/augment existing curriculum. Teachers also share their assessment of student work. Teachers share their lessons and assessments with other teachers through conferences/ workshops and/or through the Coordinated School Health website. Sharing student work is challenging because teachers only want to share student exemplars. Also, many teachers may be unsure if other teachers will view their student work as true exemplars. We must gain the trust of our teacher contacts by assuring them that their student work reflects the learning process that all teachers must journey through in developing standards-based quality assessments that result from standards-based instructional practices

## **APPENDIX D: State Resource Teacher Deliverables**

### **Deliverables for State HHI Health and Physical Education Resource Teachers**

- 1. Provide support for district resource teachers:**
  - Provide “menu” of support for district RTs
  - Provide physical support at district workshops
  - Provide one-on-one to RTs
  - Gather one resource per month (minimum) in HE/PE to upload onto website (can be related to curriculum, current events, equipment, district updates, etc)
- 2. Offer at least two PDE3 courses for the 2011-2012 SY (one per RT):**
  - At least one in HE and one in PE (with NE fused into one of the two)
  - Provide technical assistance to district RTs with their PDE3 courses
- 3. Create curriculum alignment and assessment for HE and PE curriculum:**
  - Take current HE/PE curriculum and align them to benchmarks
  - Create matching assessments for these aligned benchmarks
  - Validate previously existing alignments to benchmarks
  - Distribute these curricula packaged with validated alignment and assessment tools to schools and teachers who request them
- 4. Provide model schools support as content experts:**
  - Create, maintain, and update changes on model school packets/portfolios for each content area and grade (PE, HE, NE, el, intermediate/middle, high)
    - ❖ Packets should include:
      - a) Agreement form
      - b) Respective criteria (for grade level and content area)
      - c) Logic model
      - d) Work plan
  - Support lateral alignment of models schools in relation to content area and grade levels (i.e. big picture goal of models schools as a whole)
- 5. Provide support and assistance to RT and Susan Saka in YRBS survey collection:**
  - As needed

## **APPENDIX E: Bibliography of HHIET School Reports, 2012-2013 SY**

### **District Workshops and Faculty In-Service Reports**

Heo, H., Rodericks, B., & Maddock, J. (HHIET, 2013). Healthteacher.com, Honolulu District (March 5, 2013).

Lanzer, J., Rodericks, B., & Maddock, J. (HHIET, 2013). FLASH Curriculum, Leeward District (September 21, 2012).

Naputi, F., Rodericks, B., & Maddock, J. (HHIET, 2013). Physical Education New Teacher Induction, Kauai District (February 15, 2013).

Naputi, F., Rodericks, B., & Maddock, J. (HHIET, 2013). Physical Education Curriculum and Instruction Workshop, Windward District (April 2, 2013).

Naputi, F., Rodericks, B., & Maddock, J. (HHIET, 2013). High School Health and Physical Education Workshop, Central District (April 30, 2013).

Naputi, F., Rodericks, B., & Maddock, J. (HHIET, 2013). Signs of Suicide/safeTALK, East Hawaii District (April 30, 2013).

### **Progress Reports**

Rodericks, B., Lee, S., & Maddock, J. (HHIET, 2012). End of School Year Report: Evaluation and Summary of Deliverables (August, 2012).

Lee, S., Rodericks, B., & Maddock, J. (HHIET, 2013). Resource Teacher Deliverables: Semester One Progress and Monitoring Report (January 22, 2013).

Rodericks, B., Lanzer, J., Lee, S., & Maddock, J. (HHIET, 2013). Model Schools 2013 Program: Semester 1 Update (January 22, 2013).

### **Presentations**

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Rodericks, R., Ryan J., Horiuchi, A., Lee, S., & Maddock J., (2012). Collaboration of two state agencies to support health and physical education in schools. Presentation at the 140th American Public Health Association's Annual Meeting in San Francisco, CA, October 27-31, 2012.

Rodericks, R., Ryan J., Lee, S., & Maddock J., (2012). Using healthy school awards to enhance school wellness guidelines. Poster presentation at the 140th American Public Health Association's Annual Meeting in San Francisco, CA, October 27-31, 2012.

Rodericks, B. (HHIET, August 2013). Evaluation and Summary of Deliverables: 2012-2013 End of School Year H/PE Resource Teacher Summary. Presentation for HHI Health and PE Resource Teachers at DOE OCIS Branch, August 12, 2013.

### **Action Plans, Logic Models, and Evaluation Plans**

Hockenberger, L., Rodericks, B., & Kealakehe High School Teachers (2012). Action Plan for West Hawaii Model School: Kealakehe High School.

Rodericks, B., Graf, N., & Waimea High School Teachers (2012). Action Plan for Kauai Model School: Waimea High School.

Rodericks, B., Nanod, L., & Kalama Intermediate School Teachers (2012). Action Plan for Maui Model School: Kalama Intermediate School.

Rodericks, B., Wagatsuma, E., & Waiakeawaena Elementary School Teachers (2012). Action Plan for East Hawaii Model School: Waiakeawaena Elementary School.

Rodericks, B., Okimoto, C., & Kainalu Elementary School Teachers (2012). Action Plan for Windward Model School: Kainalu Elementary School.

Rodericks, B., Okimoto, C., & Laie Elementary School Teachers (2012). Action Plan for Windward Model School: Laie Elementary School.

Rodericks, B., Ikari, Y., & Red Hill Elementary School Teachers (2012). Action Plan for Central Model School: Red Hill Elementary School.

Rodericks, B., Darval-Chang, D., & Jarrett Middle School Teachers (2012). Action Plan for Honolulu Model School: Jarrett Middle School.

Rodericks, B., Darval-Chang, D., & Kauluwela Elementary School Teachers (2012). Action Plan for Honolulu Model School: Kauluwela Elementary School.

Rodericks, B., & Maddock J. (HHIET, 2012). Health and Physical Education Standards Logic Model (2012-2013 SY).

Rodericks, B., & Maddock J. (HHIET, 2012). Health and Physical Education Standards Evaluation Plan (2012-2013 SY).

### **IRB Applications**

Rodericks, B. (HHIET, 2012). IRB continuing review application submitted to University of Hawaii's Committee on Human Studies on September 29, 2012 and approved on October 18, 2012.

Rodericks, B. (HHIET, 2013). Application to Conduct Research in Hawaii Public Schools. Submitted to Department of Education's Data Governance Office on December 6, 2012 and approved on March 27, 2013.

## **Model School Student Survey Summary Reports**

Hamamura, F., Lee, S., Rodericks, B., & Maddock, J. (HHIET, 2013). Year 3 Student Survey Results: Waiakeawaena Elementary School (October, 2013).

Hamamura, F., Lee, S., Rodericks, B., & Maddock, J. (HHIET, 2013). Year 3 Student Survey Results: Kainalu Elementary School (October, 2013).

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Higa, E., Lee, S., Rodericks, B., & Maddock, J. (HHIET, 2013). Year 3 Student Survey Results: Red Hill Elementary School (October, 2013).

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## **Model School SOFIT and SOPLAY Results: Year 3**

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Naputi, F., Lee, S., Rodericks, B., & Maddock, J. (HHIET, 2013). SOFIT and SOPLAY: Kalama Intermediate School (October, 2013).

Naputi, F., Lee, S., Rodericks, B., & Maddock, J. (HHIET, 2013). SOFIT and SOPLAY: Kealakehe High School (October, 2013).

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Naputi, F., Lee, S., Rodericks, B., & Maddock, J. (HHIET, 2013). SOFIT and SOPLAY: Red Hill Elementary School (October, 2013).

Naputi, F., Lee, S., Rodericks, B., & Maddock, J. (HHIET, 2013). SOFIT and SOPLAY: Waimea High School (October, 2013).

## APPENDIX F: District Workshops- Lessons Learned (n=92)

### Website – *Healthteacher.com* (15)

- Health teacher lessons (2)
- Definitely use healthteacher.com
- Great tool for extending the learning
- Health website
- Integrate core subjects with health using online curriculum
- I will use the lessons from the web site
- Review and incorporate some of the lessons into my health/science curricula
- The integration of healthteacher.com lessons into my curriculum
- The lessons/activities on the health teacher website
- Use site info to supplement curriculum, unfortunately healthteacher website is not interactive on each lesson for the K2 levels
- Using health teacher more often to help guide with lesson planning
- Utilize the online curriculum to address health standards
- Utilize website/tools on rainy days (indoors)
- Will definitely use healthteacher.com to do the interactive lesson and exercises

### Curriculum, Lessons, and Activities (12)

- Activities, and poster
- Activities (word match, meet in the middle), how to handle questions
- Follow the FLASH curriculum
- Group activities
- Implement lessons learned from this training
- I want to do the curriculum as it is presented
- Lesson on preparation for test taking
- Present the lessons to my class/grade level
- Question box, curriculum
- Self-esteem and family lessons
- The FLASH curriculum and lesson plans
- Work with students on sexual health unit. Meeting the health on sexual education

### Sharing Knowledge and Resources (12)

- Collaborate with the Health teacher, to see what components can be added to her curriculum/to discuss co-teaching or guest teaching
- Enjoyed collaboration with other PE teachers
- Enjoyed getting to hear the great things going on in the classrooms
- Have Ss complete pre/post test at start of school year – share results with grade level team
- Nice opportunity to talk with others in the physical education field
- Posters displayed prominently in the Counselor office
- Post my stickers
- Share info/access (through me) to my Dept.
- Share the information with other counselors
- Share with colleagues. Be prepared to answer student's questions
- Share with other administrators
- Shared with the middle school counselor and public bulletin board for students

### Assessment and Technology (10)

- Common assessments
- Google Doc
- How to create online assessments
- How to set up Google Forms and Socrative Quizzes. I'll try to give an assessment by the end of the year using one of these
- How to use assessment tools for the fitness gram
- I learned how to use Google documents as a technological tool to increase the effectiveness of standards based instruction in PE. I also learned to utilize handheld devices like an iPad to create formative assessments in my classroom
- Implementing technology in PE classrooms
- I really enjoyed learning about Google docs and how to implement technology into my classes. Aligning standards and

benchmarks to units using iPads to get evidence for all to see and enjoy.

- I've learned how to better use Google to create assessments
- The use of Google/technology in assessing our students

#### **Video Use (8)**

- Show video (2)
- I also want to show the video and implement the roll out for that
- Next step creating iMovies
- The “what kids want to learn about sex” video
- Use the video
- Video, question can
- Videos and games—help to make the topics less uncomfortable

#### **Stress Reliever - Breathing Exercise (8)**

- Deep breathing exercises/app (3)
- Breathing drills at start of class or pre-test
- Health teacher resources (inhale/exhale)
- Stress reliever – inhale/exhale video
- The breathing inhale/exhale (stress reliever)
- Using relaxation breathing with students

#### **Suicide Prevention (7)**

- ACT (Acknowledge, Care, Tell) (2)
- Acronyms: ACT(Acknowledge Care Tell), TALK (Tell, Ask, Listen, Keep Safe)
- Data on suicides
- Discuss A.C.T.
- Group discussions related to suicide/self-injury
- safeTalk

#### **Standards and Curriculum (6)**

- Alignment with core standards
- Alignment with health standards
- I also will continue to modify and add on to the pacing map we started
- It's important to meet the standards so that we can help the students meet the standards
- Put up health standards posters
- Share the health ed. Scope of sequence with our staff

#### **Common Core (3)**

- Good workshop to understand common core
- Learned ways to incorporate common core literacy into PE and increasing text complexity
- More confident in analyzing student work and implementing common core

#### **Awareness and New Knowledge (3)**

- Awareness of more “mental health” activities – I depend a lot on counselor activities to cover this area
- Use of new knowledge/information
- Workshop... made me more aware of what I can do and what more there is to do

#### **Other (8)**

- The importance of friendship and how to be a friend (2)
- Breakfast is ready lesson with graphing and assessment
- Goal setting
- Requirements about the PE fair
- The flow of the meeting was one that allowed the teachers present to determine the direction of the meeting. It was nice to sit with our colleagues and look at our department objectively, see what's working, and what's not and create ways to address our concerns
- Use of resources
- What a role model is and explaining what they do

## APPENDIX G: District Workshops- Future Workshops (n=90)

<b>Physical Education Lessons and Activities (11)</b>
<ul style="list-style-type: none"><li>• Dancing for lower elementary</li><li>• Games/activities you can play for PE to help kids exercise/ to stay fit</li><li>• Grade 1 PE lessons and skills</li><li>• PE-assessment</li><li>• PE games</li><li>• PE lessons and skills for 1<sup>st</sup> grade</li><li>• PE lessons for grade 2-3</li><li>• PE lessons specific for grade level</li><li>• Stretching</li><li>• Teaching PE to your class/grade level</li><li>• Trainings using different mediums for rainy day PE in class</li></ul>
<b>Nutrition (11)</b>
<ul style="list-style-type: none"><li>• Nutrition (6)</li><li>• Healthy eating</li><li>• How breakfast impacts learning (eating/not eating)</li><li>• Nutrition for middle school</li><li>• Simple foods that you can make that are nutritious</li><li>• The importance of nutrition</li></ul>
<b>Chronic Disease Prevention and Control (7)</b>
<ul style="list-style-type: none"><li>• Curbing, preventing, and re-teaching ways to prevent obesity in our island children</li><li>• Deaths with childhood obesity</li><li>• Diabetics</li><li>• Glycemic index</li><li>• Hypertension</li><li>• Insulin control</li><li>• Obesity</li></ul>
<b>Integrating PE (7)</b>
<ul style="list-style-type: none"><li>• Brain Gym</li><li>• Integrating PE into common core</li><li>• More integration into science</li><li>• PE-incorporating</li><li>• PE lessons that integrate core curriculum–need more ideas</li><li>• Physical activities in the middle school classroom</li><li>• Physical activity in the classroom</li></ul>
<b>Technology (6)</b>
<ul style="list-style-type: none"><li>• How to apply the tech we learned with the fitness gram, how to get more tech for our school</li><li>• How to get technology in my room (iPads, tablets, etc.)</li><li>• More ongoing paperless in PE</li><li>• More on implementing technology</li><li>• More technology based tools for health and PE</li><li>• More technology in physical education</li></ul>
<b>Abuse (6)</b>
<ul style="list-style-type: none"><li>• Sexual abuse/exploitation (4)</li><li>• Child abuse</li><li>• Domestic violence</li></ul>
<b>Online Resources (4)</b>
<ul style="list-style-type: none"><li>• Further use of Google Docs</li><li>• List of good online resources would be nice</li><li>• PE websites</li><li>• Website for Google Docs</li></ul>

<b>Bullying (4)</b>
<ul style="list-style-type: none"> <li>• Bullying (2)</li> <li>• Bullying- a program to use</li> <li>• How to handle bullies</li> </ul>
<b>Sex Education (4)</b>
<ul style="list-style-type: none"> <li>• HIV/AIDS</li> <li>• HIV/STI's</li> <li>• Sex Ed for grade 5</li> <li>• Sexual health and responsibility</li> </ul>
<b>Assessments (3)</b>
<ul style="list-style-type: none"> <li>• Assessments</li> <li>• Assessments online</li> <li>• Assessment tips – styles, tracking, rubrics, etc.</li> </ul>
<b>Hygiene (3)</b>
<ul style="list-style-type: none"> <li>• Hygiene (2)</li> <li>• Teaching need for cleanliness and healthy habits to prevent spreading colds</li> </ul>
<b>Mental and Emotional Health (3)</b>
<ul style="list-style-type: none"> <li>• Eating disorders</li> <li>• Mental and emotional health</li> <li>• Stress - ways to deal</li> </ul>
<b>Health and School Performance (2)</b>
<ul style="list-style-type: none"> <li>• Health and school- how related (e.g. Going to bed early, eating good breakfast)</li> <li>• Health issues related to schools</li> </ul>
<b>Healthy Living (2)</b>
<ul style="list-style-type: none"> <li>• Healthy living</li> <li>• Learn ways to stay healthy</li> </ul>
<b>Other Resources (2)</b>
<ul style="list-style-type: none"> <li>• Current teacher resources</li> <li>• More resources/printed for lower elementary grades</li> </ul>
<b>Self-Improvement Techniques (2)</b>
<ul style="list-style-type: none"> <li>• Character education (self-worth, role models of people here in Hawai'i who have overcome challenges, resiliency)</li> <li>• Resiliency</li> </ul>
<b>Substance Abuse (2)</b>
<ul style="list-style-type: none"> <li>• Perform enhancing drugs (PED)</li> <li>• Vapor/E-cigarettes</li> </ul>
<b>Health and PE (1)</b>
<ul style="list-style-type: none"> <li>• New trends in PE and Health</li> </ul>
<b>Recess (1)</b>
<ul style="list-style-type: none"> <li>• Setting up recess and lunch break structured “games” with equipment</li> </ul>
<b>Other (9)</b>
<ul style="list-style-type: none"> <li>• Advocacy</li> <li>• Analyzing influences</li> <li>• Budget</li> <li>• Family relationships</li> <li>• Manipulative for lower elementary attendants</li> <li>• More ideas</li> <li>• More on creating student portfolios</li> <li>• Risk behavior</li> <li>• The need for more physical education in schools</li> </ul>

## APPENDIX H: PDE3-Qualitative Comments from Participating Teachers

### Semester 1 PDE3 Courses

#### **East Hawaii – Integrating Hawaii Health Standards and Reading and Health Education Assessment (3)**

- Content very applicable and necessary to today's students' needs. Vast range of topics that could be explored.
- I found this course very valuable as it helped me understand the health curriculum/standards. I found the heap database to be a great resource and will definitely use it in the future to implement health lessons.
- Thank you for providing these wonderful learning opportunities.

#### **East Hawaii – Drums Alive, Integrating Math and Science with Brain-based Learning Strategies (2)**

- Loved this class. My students enjoyed the class and wanted to do more. This is something that I will continue to use.
- This is a great class and opportunity to learn how to engage students in another way. We all had fun and learned so much. I hope they bring this class back for other teachers to participate in.

#### **State – Folk, Square, and Thematic Dance for Elementary School Age Children (4)**

- Fun, competent instructors
- I enjoyed taking this course because it gave me the confidence to incorporate music and dance into our everyday subjects. I really enjoyed learning the different kinds of dances throughout each class.
- I thoroughly enjoyed the course and plan on using the ideas and lessons shared in my classroom.
- This is the best course ever!!!!!! I learned a lot about dancing and how to incorporate into my teaching.

#### **Maui – Assessing Health Related Fitness through Fitnessgram/Activitygram (12)**

- Eye opener for me. Learned a lot and will be a better teacher for taking this class. The sharing of ideas by colleagues and instructor kept things fresh in the class. I would like to take more of these classes.
- Fantastic course, great leadership and fantastic to meet and share ideas with colleagues in same field. I would like to spend more time developing and understanding the Activity Gram, and I sincerely wish that all Hawaii schools were connected to the same server. With students that relocate, and the consistency in providing feedback would definitely enhance all schools programs.
- I am amazed at how much this class has transformed the way I implement PE. Great class!
- Instructor was engaging and gave us hands on experiences, he was supportive, and offered many learning opportunities.
- It is very important for PE teachers to have the opportunity to collaborate with other teachers from all grade levels. This class gave me the opportunity to see what other schools are doing and I got the opportunity to share as well. Terrific course.
- It was a good course
- Lance did a great job!
- Lance Nanod is a great resource for Maui teachers. I am so sorry he is retiring! I have learned so much about teaching physical education to my students from him. Thank you, Lance!
- This course is totally beneficial to me
- This course provided me with new ways to meet PE standards and benchmarks
- This course provides useful and innovative tools for use in the classroom. FitnessGram and ActivityGram should be a part of every physical education program to enhance the student's perspective of physical fitness.
- This was a great course and should be taken by all P.E. teachers. The Fitnessgram should also be implemented into the upper Elementary Schools.

#### **Central – National Board Professional Teaching Standards for Physical Education 1 and 3 (1)**

- Excellent focus and practical application for meeting the standards of National Board Certification

#### **Central – National Board Professional Teaching Standards for Physical Education 2 and 4 (1)**

- Excellent focus and practical application for meeting the standards of National Board Certification process

#### **Honolulu – Healthteacher.com K-12 (3)**

- Excellent course. The HealthTeacher.com website was extremely useful and easy to use and navigate. The opportunity to hear the lesson plans from other teachers was also very helpful.
- Great course with a wonderful instructor-will use Health Teacher for health lessons I will teach.
- This was a great course to help me integrate health standards into my language arts curriculum.

## Semester 2 PDE3 Courses

### State – The New Bully Free Classroom (3)

- Be more organized and prepared- less excuses. We are all professionals with a lot to do...please do your best to be ready and not so jumbled, it makes for a less professional learning experience. The resources provided were great! Thanks for the books and information. The content was effective and important. I learned a lot from the course and the interactions I had with my colleagues.
- Excellent, valuable course with relevant information and materials. Organized and Prepared Instructor with course material and lectures.
- Learned a lot about bullying strategies that I can use in my school and my lessons. Great information! Thank you!!
- Ms. Kahoonahano was very helpful. This class is essential in understanding student behavior, student and teacher dynamics, and building student teacher relationships.
- The information and curriculum will definitely benefit my students and myself in the future. I have also been sharing information that I received from the class and others at my school are interested in taking the course if presented in the future. Mahalo!
- There was no real syllabus or outline for each class session which made it unclear/unorganized.
- This course helped me to be able to help students gain skills to help reduce the bullying & cyber-bullying problems that we were facing at our school. I have learned so much valuable information. This class is a must for all elementary and middle school teachers.

### State – Nuts and Bolts of Physical Education (5)

- Great useful class for teachers of varying grade levels!
- I appreciated the opportunity to teach mini lessons throughout the course. It gave me a chance to hear other perspectives and other strategies that can improve my teaching.
- The instructor was very knowledgeable about the subject. It was a very hands on and engaging course. I would definitely recommend this course to others!
- This is better suited as a 1<sup>st</sup> semester course. I wished I had it at the beginning of the year!
- Very good class to take. Instructors were very friendly and encouraging.

### State – HealthTeacher.com K-12 (13)

- Amazing Course, Thank you.
- Awesome website, Good resource for teachers.
- Great class! Enjoyed focusing on Health. It helped me understand more about health standards.
- I enjoyed this course. It was very helpful to have lessons to follow and build on it. It made it easier for me to know what needed to be taught and what the students needed to learn.
- I really enjoyed this class and will use what I learned in the future.
- Informative, useful and user friendly.
- Nancy Graf is an amazing instructor. She is very passionate and inspiring. I will be doing a lot more health lessons in the future.
- Nancy Graf is very understanding and professional. I would take another course from her! I would also recommend to take this class to my friends and colleagues.
- Students need this content taught to them. It will influence their success in school. We cannot assume their families are teaching them healthy practices at home. Thank you for paying for teacher access to healthteacher.com.
- The instructor was nice enough to hold classes at our school which is highly unusual. She also made sure that there was a variety of content and helped us when we needed it.
- This course was great and inspires me to incorporate health education into my classroom. Healthteacher.com was user friendly and my students loved the lessons.
- This course was very helpful and provided very useful and effective tools for teaching health in my classroom.
- This was a FANTASTIC course! I got a lot of great resources out of this class. This will help me and my grade level continue to develop Standard driven lessons.

#### **Leeward – (19)**

- All in all, awesome training/PDE3 course. Very helpful, especially with teaching P.E. and Health!
- Class provided practical and applicable strategies for PE in the classroom. Instruction was relevant and manageable for Kindergarten. I enjoyed the course.
- Class was very interactive, and there were lots of great lessons for students.
- Class was very valuable, especially the health component.
- I am glad that I took this class. It helped me to teach health with my students to a vigorous level and gave me resources to help me plan and prepare for lessons. I am thankful for Julienne Nakano's fun and exciting ways to teach health and fitness. I enjoyed all aspects of the class.
- I enjoy taking this class that I can use with my prek students.
- I enjoyed learning new games to play with my students and the pointers on what can be expected for my students were age appropriate. It also helped to learn about the new health initiatives being presented.
- I enjoyed the course. I felt that there were many engaging activities introduced.
- I really enjoyed class. Thanks!
- I really enjoyed this class. It provided me with excellent tools to use in the classroom regarding Physical Education and Health.
- None! This was a great course! I learned a lot.
- The resources were great, I felt very supportive when doing my lessons. Support was very helpful when needed. The time of the course was a little hard because the holidays, but it was a good resource to incorporate into my classroom to help with the focus in my classroom.
- This class was very helpful and informative. It should be taught to all teachers since Health and PE is a very underrated compared to other subject areas.
- This class was very informative. The presenter was well prepared and showed the participants multiple ways to integrate physical education and health standards and benchmarks into other content areas.
- This class was well informative. Taking this course provided me with a ton of information that will provide me with effective ways of promoting Healthy and Physical Fitness activities with my fourth graders! Our instructor was very accommodating and well prepared.
- This course was amazing. I learned so much about health and physical education. I really enjoyed learning about Fitness Gram, SPARK, healthteacher.com and much more. I appreciated how the instructor invited a nutritionist to speak to us about important issues. The instructor was so knowledgeable, and the fact that she observed one of our lessons and provided feedback was truly helpful. I further appreciate how we have a one year license for healthteach.com
- This course was very helpful in providing ideas I could implement right away in the classroom.
- This PD course was a good opportunity to take a deeper look into the Health and PE standards and create lessons that would meet those standards. This course also gave me great ideas for lesson ideas and things to focus on.

#### **Windward – K-12 Health Education Applications (4)**

- Excellent course to teaching health in the classroom. Course was also very engaging and hands-on.
- I enjoyed this course!
- More educators should take this course! Very eye opening! I've learned so much and am excited to implement what I've learned in my teaching!
- Very enjoyable course. Curt is a great instructor. Looking forward to more health/PE courses.

## APPENDIX I: HAHPERD State Conference Themes

### Session Titles Organized by Content Area (n=15)

<b>Physical Education (10)</b>
<ul style="list-style-type: none"><li>• Acrobatics</li><li>• Got Pong? Table Tennis- More Than Just A Game</li><li>• Got Rhythms</li><li>• Historic! One United Fitness Test for All Children: Good or Evil?</li><li>• Innovative PE</li><li>• iPads and iPods in PE...Apps, activities, QR codes and more!</li><li>• iPads in PE</li><li>• Physical Education for Today's Generation</li><li>• Scooter Board Fitness and Games</li><li>• USTA Schools Tennis in PE</li></ul>
<b>Health/Physical Education (2)</b>
<ul style="list-style-type: none"><li>• Concussions in Hawaii High Schools? What Educators Should Know</li><li>• Drop the Fries &amp; Move Those Thighs!</li></ul>
<b>Health Education (2)</b>
<ul style="list-style-type: none"><li>• Bullying: Updates on Curriculum &amp; Activities for Grades K-12</li><li>• Cardio Pulmonary Resuscitation (CPR) Training</li></ul>
<b>Miscellaneous (1)</b>
<ul style="list-style-type: none"><li>• Massage Therapy with Foam Rollers</li></ul>

### Session Titles Organized by Themes (n=15)

<b>Health Promotion and Healthy Behaviors (4)</b>
<ul style="list-style-type: none"><li>• Cardio Pulmonary Resuscitation (CPR) Training</li><li>• Concussions in Hawaii High Schools? What Educators Should Know</li><li>• Drop the Fries &amp; Move Those Thighs!</li><li>• Massage Therapy with Foam Rollers</li></ul>
<b>Specific Sports and PE Lessons (4)</b>
<ul style="list-style-type: none"><li>• Acrobatics</li><li>• Got Pong? Table Tennis- More Than Just A Game</li><li>• Got Rhythms</li><li>• USTA Schools Tennis in PE</li></ul>
<b>Technology and PE (3)</b>
<ul style="list-style-type: none"><li>• iPads and iPods in PE...Apps, activities, QR codes and more!</li><li>• iPads in PE</li><li>• Physical Education for Today's Generation</li></ul>
<b>Curriculum and Assessment (2)</b>
<ul style="list-style-type: none"><li>• Bullying: Updates on Curriculum &amp; Activities for Grades K-12</li><li>• Historic! One United Fitness Test for All Children: Good or Evil?</li></ul>
<b>New and Innovative PE (2)</b>
<ul style="list-style-type: none"><li>• Innovative PE</li><li>• Scooter Board Fitness and Games</li></ul>

# APPENDIX J: SOFIT and SOPLAY Recording Forms

## SOFIT RECORDING FORM

School \_\_\_\_\_ Grade \_\_\_\_\_ /Period \_\_\_\_\_ Teacher \_\_\_\_\_ Teacher Gender: M F  
 Time Start \_\_\_\_\_ Observer \_\_\_\_\_ Rel Obs \_\_\_\_\_ Number Girls \_\_\_\_\_ Boys \_\_\_\_\_ Location: O I  
 Time End \_\_\_\_\_ Lesson Length \_\_\_\_\_ Number of Observations \_\_\_\_\_ Page 1 2 3 4 of \_\_\_\_\_

Interval		Student Activity	Lesson Context	Teacher Interactions	Notes
One M / F	1	1 2 3 4 5	M K F S G O	P D I M O T	
	2	1 2 3 4 5	M K F S G O	P D I M O T	
	3	1 2 3 4 5	M K F S G O	P D I M O T	
	4	1 2 3 4 5	M K F S G O	P D I M O T	
	5	1 2 3 4 5	M K F S G O	P D I M O T	
	6	1 2 3 4 5	M K F S G O	P D I M O T	
	7	1 2 3 4 5	M K F S G O	P D I M O T	
	8	1 2 3 4 5	M K F S G O	P D I M O T	
	9	1 2 3 4 5	M K F S G O	P D I M O T	
	10	1 2 3 4 5	M K F S G O	P D I M O T	
	11	1 2 3 4 5	M K F S G O	P D I M O T	
	12	1 2 3 4 5	M K F S G O	P D I M O T	
Two M / F	13	1 2 3 4 5	M K F S G O	P D I M O T	
	14	1 2 3 4 5	M K F S G O	P D I M O T	
	15	1 2 3 4 5	M K F S G O	P D I M O T	
	16	1 2 3 4 5	M K F S G O	P D I M O T	
	17	1 2 3 4 5	M K F S G O	P D I M O T	
	18	1 2 3 4 5	M K F S G O	P D I M O T	
	19	1 2 3 4 5	M K F S G O	P D I M O T	
	20	1 2 3 4 5	M K F S G O	P D I M O T	
	21	1 2 3 4 5	M K F S G O	P D I M O T	
	22	1 2 3 4 5	M K F S G O	P D I M O T	
	23	1 2 3 4 5	M K F S G O	P D I M O T	
	24	1 2 3 4 5	M K F S G O	P D I M O T	
Three M / F	25	1 2 3 4 5	M K F S G O	P D I M O T	
	26	1 2 3 4 5	M K F S G O	P D I M O T	
	27	1 2 3 4 5	M K F S G O	P D I M O T	
	28	1 2 3 4 5	M K F S G O	P D I M O T	
	29	1 2 3 4 5	M K F S G O	P D I M O T	
	30	1 2 3 4 5	M K F S G O	P D I M O T	
	31	1 2 3 4 5	M K F S G O	P D I M O T	
	32	1 2 3 4 5	M K F S G O	P D I M O T	
	33	1 2 3 4 5	M K F S G O	P D I M O T	
	34	1 2 3 4 5	M K F S G O	P D I M O T	
	35	1 2 3 4 5	M K F S G O	P D I M O T	
	36	1 2 3 4 5	M K F S G O	P D I M O T	
Four M / F	37	1 2 3 4 5	M K F S G O	P D I M O T	
	38	1 2 3 4 5	M K F S G O	P D I M O T	
	39	1 2 3 4 5	M K F S G O	P D I M O T	
	40	1 2 3 4 5	M K F S G O	P D I M O T	
	41	1 2 3 4 5	M K F S G O	P D I M O T	
	42	1 2 3 4 5	M K F S G O	P D I M O T	
	43	1 2 3 4 5	M K F S G O	P D I M O T	
	44	1 2 3 4 5	M K F S G O	P D I M O T	
	45	1 2 3 4 5	M K F S G O	P D I M O T	
	46	1 2 3 4 5	M K F S G O	P D I M O T	
	47	1 2 3 4 5	M K F S G O	P D I M O T	
	48	1 2 3 4 5	M K F S G O	P D I M O T	
SUM					

School ID : _____			
Date: ____/____/____			
D8	D9	D10	D11

# SOPLAY

(System for Observing Play and Leisure Activity in Youth)

Obs. ID #: \_\_\_\_\_ Reliability: 0. No 1. Yes Temp: \_\_\_\_\_ F Period: 1. BS 2. L1s1 L1s2 3. L2s1 L2s2 4. L3s1 L3s2 5. AS1 6. AS2 7. AS3

START TIME	AREA	CONDITION					GIRLS				BOYS			
		A	U	S	O	E	S	W	V	Act.	S	W	V	Act.
____:____	1	0. N 1. Y	0. N 1. Y	0. N 1. Y	0. N 1. Y	0. N 1. Y	_____	_____	_____	_____	_____	_____	_____	_____
____:____	2	0. N 1. Y	0. N 1. Y	0. N 1. Y	0. N 1. Y	0. N 1. Y	_____	_____	_____	_____	_____	_____	_____	_____
____:____	3	0. N 1. Y	0. N 1. Y	0. N 1. Y	0. N 1. Y	0. N 1. Y	_____	_____	_____	_____	_____	_____	_____	_____
____:____	4	0. N 1. Y	0. N 1. Y	0. N 1. Y	0. N 1. Y	0. N 1. Y	_____	_____	_____	_____	_____	_____	_____	_____
____:____	5	0. N 1. Y	0. N 1. Y	0. N 1. Y	0. N 1. Y	0. N 1. Y	_____	_____	_____	_____	_____	_____	_____	_____
____:____	6	0. N 1. Y	0. N 1. Y	0. N 1. Y	0. N 1. Y	0. N 1. Y	_____	_____	_____	_____	_____	_____	_____	_____
____:____	7	0. N 1. Y	0. N 1. Y	0. N 1. Y	0. N 1. Y	0. N 1. Y	_____	_____	_____	_____	_____	_____	_____	_____
____:____	8	0. N 1. Y	0. N 1. Y	0. N 1. Y	0. N 1. Y	0. N 1. Y	_____	_____	_____	_____	_____	_____	_____	_____


**Activity Codes:** 0=No identifiable activity 1=Aerobics 2=Baseball/Softball 3=Basketball 4=Dance 5=Football 6=Gymnastics 7=Martial Arts 8=Racquet sports 9=Soccer 10=Swimming 11=Volleyball 12=Weight Training 13=Other playground games 14=None of the above

## APPENDIX K: Presentation for American Public Health Association Conference

### Collaboration of Two State Agencies to Support Health and Physical Education

Becky Rodericks<sup>1</sup>, Jennifer Ryan<sup>2</sup>, Ann Horiuchi<sup>3</sup>, Stephanie Lee<sup>1</sup>, and Jay Maddock<sup>1</sup>

<sup>1</sup>University of Hawaii, Department of Public Health Sciences  
<sup>2</sup>Hawaii Department of Health    <sup>3</sup>Hawaii Department of Education




### Presenter Disclosures

Becky Rodericks


The following personal financial relationships with commercial interests relevant to this presentation existed during the past 12 months:

**No relationships to disclose.**




### Background

- The Healthy Hawaii Initiative (HHI) was established in 2000 by the Hawaii Department of Health (DOH) using Tobacco Settlement Funds.
- The goal of HHI is to **increase years of healthy life for all** and to **reduce existing health disparities in Hawaii**.
- HHI is a statewide initiative that encourages **healthy eating**, **physical activity** and **tobacco free** lifestyles.



### 5 Interrelated Components of HHI


1. Community-based interventions
2. Nutrition education network
3. Public education
4. Data, research, and evaluation
5. **School health**
  - A single statewide school system
  - HHI funds 10 DOE positions
  - Strengths & challenges of collaboration



### DOH/DOE Collaboration

- Statewide Implementation of Wellness Guidelines
- Healthy Schools Project
- School Food Service - Recipe Development & Training
- Hawaii Content Performance Standards Implementation

*"The collaboration between the Department of Health Healthy Hawaii Initiative and the Department of Education is an unique partnership... This collaboration has resulted in professional development opportunities and the enhancement of quality health and physical education." – DOE HHI Educational Specialist*



### HHI Projects & Professional Development



District Fitness Meet and State PE Fair

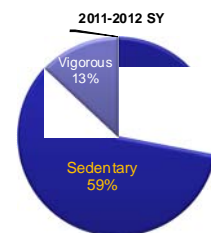
Professional Development

## Model Schools 2013 Program

- **Objective:** To impact student health by strengthening teaching and providing targeted services in 1 of 3 areas (health, nutrition, PE)
- **9 Participating schools**
- **Key components:**
  - Common curriculum
  - Common assessment
  - Provide professional development
  - Implement Wellness Guidelines
  - Conduct 1 culminating event
  - Encourage staff wellness
  - Data collection
  - Meet recommended instructional min.

## Model Schools: SOPLAY

- **SOPLAY** = System for Observing Play and Leisure Activity in Youth
- Data collected before school, after school, recess, and lunch recess
- Behavior coded as either sedentary, walking, vigorous
- Elementary students more active than high school students



## Model Schools: SOFIT & MVPA

- **SOFIT** = System for Observing Fitness Instruction Time
- Lesson Context, Student Activity, and Teacher Interaction are observed during PE
- Student activity coded as lying, sitting, standing, walking and vigorous
- **MVPA = Walking + Vigorous (goal = 50%)**

2011-2012 SY

School	MVPA
School 1 (Middle)	30.6
School 2 (Elem)	33.3
School 3 (Elem)	39.4
School 4 (Elem)	41.2
School 5 (Middle)	50.6
School 6 (High)	56.9
School 7 (High)	58.0

## Model Schools: Student Survey Data

### Select Baseline Results (n=1,412 surveys):

- **87.5%** strongly agreed or agreed that what they are learning about fitness in school will be important when they get older (High)
- **89.5%** of students prefer to have more PE classes or the same amount (High)
- **87.5%** of students indicated liking PE a lot, while **12.5%** reported liking PE a little (Elem)
- **91.8%** strongly agreed or agreed that they feel good about themselves when they know they have worked hard in PE (Middle)



## Examples of PE Interventions & Activities at HHI Model Schools

- SPARK/Personal Fitness/Fitness for Life
- Fitnessgram assessment
- New PE electives
- Student video portfolios
- Integrate technology into PE program
- Expand intramural program
- Use fitness days as celebrations
- Adopt Peaceful Playground strategies
- Structured activity during recess
- Brain gym and movement activities
- Staff wellness/Biggest Loser challenge
- Health & fitness family night
- Open a new fitness room
- Build a walking path on campus
- Focus on New PE and lifetime sports
- Integrate PE with core content areas



## Model Schools: Integrating PE with Core Content Areas



"Drums Alive is one of the best PD classes I have taken so far... Aside from my students getting the math concepts, it also provides them with a great workout. For some of my students and me included, Drums Alive might be the only workout we get in a day."  
- Kindergarten Teacher



## Model Schools: Making PE Fun

"One thing I really like about the new type of PE equipment we have is that it excites our students and gets them coming to school. They want to participate in our programs... It reaches out to all students, not just the athlete, but for all age groups, males and females."  
- Middle School Principal



"Here in Hawai'i, surfing/SUP is a big part of the community and the Indo Board use reflects that, enabling them to relate better to the community and popular physical activities in this state."  
- PE Teacher



## Concluding Remarks

- DOH/DOE partnership has had a significant impact on the school environment in Hawaii
- HHI projects have evolved towards policy, environmental and systems change.
- HHI has been recognized for its success as a comprehensive public sector prevention program
  - Innovation in Prevention Award, 2006
  - Active Living Award, 2009
  - Community Champion Award, 2009



## Future Plans for the HHI School Health Program

- Continue to identify new priority areas
- Positive reinforcement for Wellness Guidelines
- Share success stories from Model Schools
- Implement Fitnessgram across the state
- Increase PE requirements statewide
- Increase physical exam requirements



*Thank you!*

*Questions or comments*

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# What's on Your Child's School Lunch Tray?

## Food selections and food intake patterns of elementary school students

Becky Rodericks<sup>1</sup>, Hyun-Hee Heo<sup>1</sup>, Stephanie Lee<sup>1</sup>, Christopher Mullins<sup>1</sup>, Jennifer Ryan<sup>2</sup>, Ann Horiuchi<sup>3</sup>, Glenna Owens<sup>4</sup>, and Jay Maddock<sup>1</sup>

<sup>1</sup> - HHI Evaluation Team, University of Hawaii-Manoa (Office of Public Health Studies) <sup>2</sup> - HHI, Hawaii Department of Health <sup>3</sup> - HHI, Hawaii Department of Education (Office of Curriculum, Instruction, & Student Support) <sup>4</sup> - Department of Education (School Food Services Branch)

### Background & Objectives

#### Background

- The Hawaii Department of Health's Healthy Hawaii Initiative (HHI) has partnered with the Hawaii Department of Education to develop a three-year Model Schools program with 9 pilot schools.
- In recent years, the school food environment has received increasing attention as an important setting to address childhood nutrition. One HHI Model School is working to enhance the quality of their nutrition education program and has collaborated with the HHI Evaluation Team to collect and analyze cafeteria data.

#### Objectives

- Part 1: Food Selection (Grades 3-5)**
- To determine what food items students chose at lunch time when offered an option. Students in grades 3-5 may choose 3, 4, or 5 food items.
- Part 2: Plate Waste (Grades K-2)**
- To identify food items that generated the greatest amount of waste. Students in grades K-2 are served all food items on their tray.

### Evaluation Methods

#### A. Overview of Methods

- In April 2012, two school days were selected at random for observation
- Two groups (Grades 3-5 and Grades K-2) were observed for a total of four lunch periods
- Equipment consisted of 6 handheld counters, 2 digital scales, 2 tripods, 2 digital cameras, 2 clipboards and scoring sheets

#### B. Menu



DAY 1 MENU  
1. Creole macaroni  
2. Salad  
3. Apple wedges  
4. French bread roll  
5. White or chocolate milk



DAY 2 MENU  
1. Turkey & mashed potatoes  
2. Beans & corn  
3. Peach slices  
4. Raisin roll  
5. White or chocolate milk

#### C. Measures

##### Part 1 - Food Selection (n=317, Gr. 3-5)

- Direct observation of lunch trays before consumption
- Total count (frequency) of food items selected using handheld counters

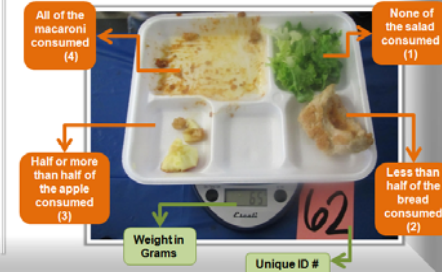
##### Part 2 - Plate Waste (n=354, Gr. K-2)

- Assessment of digital photos using 2 independent raters (4-point scale)
- Measurement in grams of each tray after consumption (using digital scales)



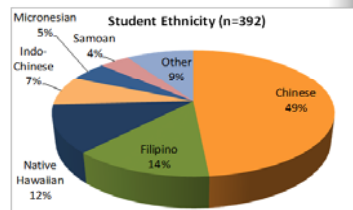
#### D. Measures Continued

Rating	Consumption Categories
1	None consumed
2	Less than half consumed
3	Half or more than half consumed
4	All consumed



### Participants

- Cafeteria data was collected from one public elementary school in Honolulu.
- This school has a diverse student population with many low-income families.
- 82.2% students are eligible for free or reduced-cost meals.



### Results

#### Part 1 Results: Food Selection (Observations using handheld counters)

	Entree	Bread	Fruits	Vegetables	Milk
Day 1 (n=141)	100% (macaroni)	83% (french bread)	83.7% (apples)	53% (salad)	51.5% (fat free chocolate milk)
Day 2 (n=176)	100% (turkey)	80% (raisin roll)	84.1% (peaches)	60% (corn/green beans)	51.1% (fat free chocolate milk)

#### Part 2 Results: Plate Waste (Measurements using a digital scale)

Observed school day	# of plates observed	Average weight of trays before eating in grams	Weight of discarded food in grams (Mean/SD)	% of food was discarded
Day 1	173	321 g	155.6 g (87.8)	
Day 2	181	328 g	165.5 g (70.0)	
Total / Average	354	325 g	160.7 g (79.2)	49.5% of food was discarded

#### Part 2 Results: Consumption Levels (Photographs coded on a 4-point scale)

Menu Items	Mean (SD)	Intraclass Correlation Coefficient (ICC)
Day 1 (N=176)		
Creole macaroni	2.7 (1.2)	0.99
Apple wedges	2.4 (1.3)	0.99
French bread	2.2 (1.3)	0.97
Salad	1.3 (0.9)	0.95
Day 2 (N=190)		
Peaches (canned)	3.0 (1.3)	0.99
Turkey/mashed potatoes	2.5 (1.1)	0.94
Raisin roll	2.2 (1.2)	0.94
Beans and corn	1.9 (1.2)	0.98

### Discussion

#### Conclusions

- The three methods of measurements (photography, digital scale, direct observation) were effective, low-cost, and easy-to-implement in measuring food selection and plate waste among students.
- More than half of the students chose fruit and vegetables.
- Students were less likely to choose vegetables compared to other food categories (fruit, bread, entrée).
- Approximately half of the food on the lunch plate was discarded.
- Even though healthy options are being served in school, students are not necessarily consuming these healthy food items.

#### Next Steps

- Results will be shared with the school principal, school staff, Department of Health, Department of Education, and the School Food Services Branch.
- The follow-up phase will begin in April 2013 using the same menu items.
- Student survey results will be integrated with observational data to compare food intake and plate waste behaviors with knowledge and preferences reported on surveys.
- To increase generalizability, we would like to expand the data collection to include a comparison school without a nutrition education intervention.

#### Acknowledgements

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## APPENDIX M: Summary of Model School Progress Reports

As stated in the school's signed agreement to participate as a model school, the HHI resource teacher and state staff agree to...	Has progress been made towards this task this Qtr? Place an "X" in the appropriate column.				Comments By HHIET and RTs
	1 Did Not Meet	2 Partially Met	3 Met	N/A Not applic.	
Provide professional development and technical assistance for all appropriate teachers and staff (in the new and/or traditional PE)	1	3	4	1	<ul style="list-style-type: none"> <li>Did not meet = Kainalu: Unable to schedule follow-up trainings</li> <li>Kealakehe: Indicated N/A, but the staff is currently working with the school's tech coordinator, so technology and PE is an area of interest for this school</li> <li>Kalama: PE teacher participated in Maui's PDE3 course on Fitnessgram and Activitygram</li> <li>Waiakeawaena: Faculty in-service meetings on brain activation, hands only CPR training</li> <li>Laie: Provided input to teachers on PE equipment and curriculum to order for next year</li> <li>Jarrett: Provided support on Fitnessgram, curriculum planning on new ideas (i.e. fitness stations, stationary bikes, geo mats)</li> <li>Red Hill: Staff wellness on Mondays &amp; Wednesday and fitness training on Tuesdays &amp; Thursdays. PE teacher provided training in SPARK curriculum to 6<sup>th</sup> grade teacher</li> </ul>
Provide professional development and technical assistance in implementing a <i>common curriculum</i> (Fitness for Life, SPARK, etc.)	1	3	4	1	<ul style="list-style-type: none"> <li>Did not meet = Laie: No refresher training was scheduled</li> <li>N/A = Kalama does not have a common curriculum at the middle school level.</li> <li>Waiakeawaena offered a WOW faculty in-service and S'Cool Moves training</li> <li>Kainalu will conduct a SPARK refresher training in the future. Did sample lesson with Wellness Club after school</li> <li>Kealakehe uses Personal Fitness as their common curriculum. They also use Bigger, Faster, Stronger, and SPARK High School.</li> <li>Jarrett: Continuous sharing of new learning to all teachers in the field.</li> <li>Kauluwela: Discussed the use of HealthTeacher.com when appropriate</li> <li>Red Hill: PE teacher is trained</li> </ul>
Provide training and assist in utilizing school-wide <i>common assessment</i> as requested, (e.g. Fitness-Gram, student portfolio, HCPS III alignment)	0	0	6	3	<ul style="list-style-type: none"> <li>N/A = Kalama, Kauluwela, Waiakeawaena</li> <li>Many of the PE model schools are using Fitnessgram as their common assessment tool.</li> </ul>
Work with the designated committee of staff and an administrator in this joint project	3	0	6	0	<ul style="list-style-type: none"> <li>Committees at Kauluwela, Jarrett and Waimea did not meet during the 2012-13 school year.</li> </ul>

As stated in the school's signed agreement to participate as a model school, the HHI resource teacher and state staff agree to...	Has progress been made towards this task this Qtr? Place an "X" in the appropriate column.				Comments By HHIET and RTs
	1 Did Not Meet	2 Partially Met	3 Met	N/A Not applic.	
Assist in the collection of appropriate content achievement data regarding student achievement, attendance, and discipline	0	0	9	0	<ul style="list-style-type: none"> <li>The RTs were asked to assist the evaluation team when necessary.</li> </ul>
Work with the UH Evaluation Team on the evaluation process including observations and interviews with teachers and students	0	0	9	0	<ul style="list-style-type: none"> <li>All of the RTs made themselves available to the HHI Evaluation Team whenever assistance was requested. They were particularly helpful in distributing the follow-up survey for students in the 4<sup>th</sup> quarter.</li> </ul>
Provide technical assistance in completing SAWS	1	0	5	3	<ul style="list-style-type: none"> <li>N/A = Waimea and Waiakeawaena did not request assistance. Kalama (Maui RT retired prior to the SAWS distribution).</li> <li>Did not meet at time of reporting - Kainalu: Will provide the link/password to complete SAWS</li> <li>The RTs provided assistance and reminders to school administration to complete SAWS. They followed up to make sure the Principals had the survey link.</li> </ul>
Assist the school in completing (and maintaining) the implementation of the Wellness Policy & Guidelines by June 2011	0	1	7	1	<ul style="list-style-type: none"> <li>Partially met = Kauluwela. Provided suggestions at meeting, regarding snacks and role modeling</li> <li>N/A = Jarrett (have not been requested to do so)</li> <li>Waimea (District RT spoke with principal over the phone).</li> <li>Waiakeawaena: Provided 800+ copies of healthy snack list for distribution at beginning of school year to each student. Meeting with Wellness Committee in December to review snack policy, SHI lead, coordinate with FFT for Family Challenge, faculty wellness. Family Fitness Challenge night held in January.</li> <li>Laie: On-going. Met with Principal in trying to roll out a "no junk food" policy for next year.</li> <li>Kealakehe: PE staff presented to faculty, and handed out nutrition info. Each classroom has nutrition posters as well.</li> <li>Kainalu: Met with Wellness Committee</li> <li>Red Hill: Maintaining full implementation.</li> </ul>
Provide technical assistance and support for one community/ culminating event (e.g. fitness fair) – <i>High school only (but one elementary school is conducting a health fair as well)</i>	0	0	3	6	<ul style="list-style-type: none"> <li>Waiakeawaena: Family Fitness Challenge – January 31- cafeteria, brain activation, Re-think your drink, PE activities, nutrition information provided</li> <li>Waimea: Pre-School Playday every year has become embedded in the PE program</li> <li>Kealakehe: Completed community fun run in December</li> </ul>

As stated in the school's signed agreement to participate as a model school, the HHI resource teacher and state staff agree to...	Has progress been made towards this task this Qtr? Place an "X" in the appropriate column.				Comments By HHIET and RTs
	1 Did Not Meet	2 Partially Met	3 Met	N/A Not applic.	
<p>Instruction Time. Is the model school meeting the required instruction time for quality standards-based physical education each quarter?</p> <ul style="list-style-type: none"> <li>- 45 minutes per week grades K-2</li> <li>- 55 minutes per week grades 3-5</li> <li>- 107 minutes per week grade 6 El</li> <li>- 200 minutes per week grades 6-12</li> <li>- Minimum of 1 credit of basic PE requirement for high school students</li> </ul>	2	0	5	2	<ul style="list-style-type: none"> <li>▪ N/A = Kauluwela, Waiakeawaena</li> <li>▪ Did not meet = Red Hill, Kalama = 197 minutes. Master schedule would have to be changed.</li> <li>▪ Jarrett and Kealakehe = 225 minutes</li> <li>▪ Waimea = 210 min</li> <li>▪ Kainalu and Laie = 55 minutes</li> <li>▪ Red Hill: <ul style="list-style-type: none"> <li>• Preschool – 30 min/week</li> <li>• Grade 1 – 30 min/week</li> <li>• Grades 2-6 – 45 min/week</li> </ul> </li> </ul>
<p><b>Action Plan.</b> Please note if there have been any changes or updates to your Action Plan (and re-submit to HHIET). Please check to see if any evaluation items from your Action Plan can be submitted to HHIET from this quarter.</p>	0	0	9	0	<ul style="list-style-type: none"> <li>• All Model Schools have met with HHIET and Jennifer Ryan to review and modify their action plan for the final year of the Model School program.</li> </ul>
<p><b>High School Only.</b> Assist in providing references and resources when using technology as bases for New PE</p>	0	0	2	7	<ul style="list-style-type: none"> <li>▪ N/A = Elementary and middle schools</li> <li>▪ Met = Kealakehe, Waimea</li> <li>• Kealakehe conducted a small district workshop in Quarter 4. One PE teacher is working with Polar and his school's technology person</li> </ul>
<p><b>High School Only.</b> Support administration in justification for graduation requirements (require one credit for PE and half credit for HE for high school students to graduate)</p>	0	0	2	7	<ul style="list-style-type: none"> <li>▪ This is already in place at Waimea High. The school still does not adhere to the rule of ROTC students attending Fitness semester in PE Class. They get PE credit through ROTC.</li> <li>▪ Kealakehe: No support needed at this time</li> </ul>
<p><b>High School Only.</b> Provide technical assistance when revising the 4-year fitness plan process</p>	1	1	0	7	<ul style="list-style-type: none"> <li>▪ Not met = Waimea. Have tried getting this incorporated in the transition plan, but because it's not mandated, it's not being done. Stakeholders not up to implementing this component.</li> <li>▪ Partially met = Kealakehe (as needed)</li> <li>▪ N/A = 7 middle and elementary schools</li> </ul>
<p><b>Elementary and Middle School.</b> All students will have at least 20 minutes a day of supervised recess, during which schools must encourage moderate to vigorous physical activity. Is this being achieved, if not, why?</p>	0	0	5	4	<ul style="list-style-type: none"> <li>▪ Met = Red Hill, Jarrett, Laie, Kalama, Kainalu</li> <li>▪ N/A = Waimea, Kealakehe, and Waiakeawaena (health school), Kauluwela (nutrition school)</li> <li>• Red Hill is meeting the minutes, but not sure if they are moderate to vigorous.</li> <li>• Kainalu's EAs provide an excellent structured activity program before/during/after school.</li> <li>• Laie is doing a very good job. Structured recess and Geckos on the Move program fully implemented.</li> <li>• Kalama: The students are able to participate in physical activities during recess. Many of the students utilized the DDR in the physical education classroom supervised by the PE teachers.</li> </ul>

As stated in the school's signed agreement to participate as a model school, the HHI resource teacher and state staff agree to...	Has progress been made towards this task this Qtr? Place an "X" in the appropriate column.				Comments By HHIET and RTs
	1 Did Not Meet	2 Partially Met	3 Met	N/A Not applic.	
<b>School Breakfast Program.</b> Is the school promoting the importance of students starting the day with a healthy breakfast, including the School Breakfast Program?	0	1	1	7	<ul style="list-style-type: none"> <li>This requirement is only for Nutrition and Health Model Schools. Both Waiakeawaena and Kauluwela are promoting the importance of breakfast.</li> </ul>
<b>Lunch and Snacks.</b> Is the school promoting the importance of students eating a nutritious lunch and healthy snacks, including participating in the National School Lunch Program and After School Snack Program (if applicable)?	0	1	1	7	<ul style="list-style-type: none"> <li>Partially met = Waiakeawaena. Cafeteria staff assists with healthy snack preparation and distribution</li> <li>Met = Kauluwela</li> <li>N/A = 7 PE Model Schools</li> </ul>

### Successes, Concerns, Barriers or Major Issues Identified by the Resource Teachers

#### Red Hill:

##### *Quarter 1 & 2:*

- Things seemed to have fallen apart! However, even though teachers are motivated about being active (Zumba and insanity DVDs on Monday through Thursday) and started a walking group and sharing healthy lunches, things are slightly falling apart. The workouts and walking is a nice bonding time and a sense of camaraderie. In addition, many people began training for the Honolulu Marathon, Great Aloha Run and Warrior Dash, a huge personal accomplishment! A spin off from this is that another middle school began staff wellness initiatives due to "friends" talking amongst each other about their health and wellness initiatives at their schools! A barrier is time for all parties to get things done.
- The motor room was lost because the school needed the room back since enrollment increased.
- A success is the teachers' motivation to be healthy! 2 teachers have lost weight. Staff wellness continues with P90X and Insanity on Tuesdays & Thursdays. Teachers are training for marathons and some continue their walking program. Grade 6 teacher incorporate physical fitness into his weekly schedule for 1 hour. He finds students motivated and focused in class. A spin off from this is that the 5<sup>th</sup> grade teacher also takes his class for 1 hour as well.
- I have not been able to incorporate anything new as planned. I plan to begin a morning exercise program via the morning broadcast using student council students. I also plan to start Action Based Learning and/or Motor Clinic with Preschool using their classrooms and hope they continue it throughout the year. I also hope to begin with Kindergarten using 6<sup>th</sup> grade students to help bring the equipment to and from their classes and serve as "peer tutors."

##### *Quarter 4:*

- I was not able to conduct any new initiatives like morning activities or motor room because teachers were afraid that students would be too wild and not settled for class.

#### Jarrett Middle:

##### *Quarter 3:*

- Too much emphasis on common core integration takes away from teaching skills.

#### Kauluwela:

##### *Quarter 1 & 2:*

- This school is a success story in that it has in the leadership position Principal Gwendolyn Lee who is passionate about educating the "whole child" and an over qualified PTT educating the children in Health Education.
- The health teacher plans engaging lessons and excursions to keep students motivated in making the correct decisions.

#### *Quarter 4:*

- 5/9/13-Next week Wed May 15, 6pm, the school is having curriculum night. Principal's Lee's focus is on health and nutrition. Each grade level is presenting something along that line. The 4th graders created a very cute rap song on eating fruits and vegetables. The 2nd graders are working on a portion plate, etc. The teachers have also had a hands on class with their students using tuna...each grade level did something different. Kindergarteners - I helped with "heart healthy tuna melt sandwiches" and they are presenting that for the curriculum night. The 1st graders did a tuna spread with mayo (just enough, no too much), frozen vegetables, onions and celery with soda crackers. The 2nd graders made brown rice and tuna sushi. The 3rd graders did a salad with tuna, tofu, lettuce, cherry tomatoes and Oriental dressing. The 4th graders were given tofu to take home and prepare and bring back. I think the 5th graders are too busy. Anyway, I could give you a more formal update on what lessons I did with the students this 4th quarter...did you want lesson plans? My focus this quarter was on analyzing influences on food choices (I had an advertising contest for 2 classes, now on display in the cafeteria), making healthy choices, decision making on drugs and alcohol, Interpersonal communication ("I" messages, emotions, respect), manners, and introductions.
- Also, today I attended the FFVP orientation and we have the grant for our school for another year!
- I just wanted to share with you a little thank you note that was part of a heart mobile to me from the 3rd graders. The student wrote, "I learned from you that fats keep our body warm, you need fruits and vegetables...etc. etc. but being healthy is also about the way you act." I'm trying to think which lesson they had that made him say that... maybe it's the one on choosing your friends, what is a friend?..Anyway... it's little things like that that make teaching rewarding... another student wrote, "Thank you for showing me the aloha inside of me." I think that Hawaiian studies and Health must've clicked together...but it's so nice to know that she gained some insight about herself.

#### **Kainalu:**

##### *Quarter 4:*

- No follow through with setting up dates in conducting a refresher SPARK course.

#### **Kalama:**

##### *Quarter 1:*

- Concern: 2 PE teachers still on leave. There is a long term substitute for one of the teachers who is doing very well as Leighton explained although he is not PE certified but has experience. The other PE line – Presently looking for another long term substitute.
- Success: CAS would like the PE model school to service the schools in their complex. The Kalama PE teacher has contacted Makawao School and Kula Elementary School. No response at the moment. Pukalani Elementary School has their Fun Run scheduled on 11/5/12. I will assist the PE teachers with the activities and equipment: Trikkies, Indo boards, Asteroids. Waihee Elementary School has their Indo board activity with the 5<sup>th</sup> graders on 11/9/12. I will assist the PE teachers with equipment and instruction. The district will assist with providing teacher substitutes for the two activities.
- Success: One PE teacher has signed up for my PDE3 course: Assessing Health Related Fitness Through FitnessGram/ActivityGram. The course will require his students to be assessed in FitnessGram and ActivityGram.
- Success: Two PE teachers presented at the SWD convention: Indo boards and PE report card.
- Success: Principal Costales and the two PE teachers visited Ewa Makai Middle School PE Dept prior to SWD.

##### *Quarter 2:*

- Implemented Cross Fit in 4 out of 5 PE classes on Mondays (short periods) – PE teachers supervise one station each as students rotate to different stations to music while participating in physical activities such as ladders, jump rope, battling ropes... The district funds will be used to purchase a Front Row sound system with accessories for the Physical Education teachers to facilitate instruction/motivation in their application of physical education activities.
- Kalama Intermediate Model Middle School Physical Education History: The District Resource Teacher researched and recorded some of the professional development history of the PE program. The two primary PE teachers were given a copy of the PE PD history and are in the process of reviewing and revising the events.
- Pukalani Elementary School Fun Run – Kalama Intermediate School Physical Education professional sharing. Two PE teachers, Kalama Intermediate student leaders, and the Maui District RT presented various activities for the 3<sup>rd</sup> – 5<sup>th</sup> graders; Asteroids, Trikkies, and Indo Boards. The equipment was provided by Kalama Intermediate and the District equipment. The district funds were used for 2 substitutes.

- Waihee Elementary School – Professional Sharing with the 5<sup>th</sup> graders: Indo Boards activity. Two PE teachers, 2 Kalama Intermediate student leaders, and Maui District RT. Indo Boards from Kalama Intermediate and the District equipment. The district funds were used for 2 substitutes.
- One PE teacher is taking the Maui PDE3 course. He is implementing FitnessGram in his classes and creating assessments. The district will purchase a FitnessGram license for Kalama Intermediate. The PE teacher was able to share his experiences and assessments with other teachers. He also instructed the PDE3 participants in Indo Boards and Land Paddling and has implemented FitnessGram testing in his classes.
- The King Kekaulike Complex/Kalama Intermediate School Model Middle School Physical Education program has been selected for Physical Education in the Student Learner Objectives (SLO). The PE Department Chair may consider using ActivityGram in one of his assessments if it is possible.
- Concerns: Next year – may lose a Physical Education position based on numbers (2 substitutes teaching PE). Success: May be able to make some positive changes to the Body Conditioning/Weight Training classes because of access to the weight training room.
- Concern: SAWS not completed at this time – last year was also an issue to have it completed although it was.
- Purchased FitnessGram 8 site license for Kalama Intermediate.
- In the process of creating 2 banners for Kalama Intermediate Model Middle School physical education. One of the banners will be posted at the school and the second banner will be used when presenting as part of their Professional Sharing.

*Please note that the Maui District RT (Lance) retired at the end of the Fall 2012 Semester. HHIET stayed in direct contact with Kalama's Model School PE teachers during the final months of the Model School program.*

#### **Kealakehe:**

##### **Quarter 2:**

- Success: Completed community event, faculty in-service and ongoing faculty Zumba fitness/ Conducted a teen health camp and ran a workshop within it.
- Continued to plan faculty training for West side Hawaii PE teachers.

##### **Quarter 4:**

- Success quarter 4: The PE teachers organized and implemented a District of West Hawaii PE teacher training. 4 teachers attended and Eileen Wagatsuma (East Hawaii RT) represented HHI and supported this training.

#### **Waimea:**

##### **Quarter 3 and 4:**

- The PE teacher held their Pre-School Playday. Through the funds from Model Schools, they now have bins of resources for the games and motor skill activities they set up for the keiki to participate in on the playday. I no longer have to drive all over the island to borrow pre-school equipment. I feel this will be a mainstay at Waimea High School. This will be the community connection that did not exist before.
- The PE teacher is planning on attending a Functional Fitness Professional Development course in Portland, Oregon this summer. Funds from the Model School account will afford him this opportunity.
- The PE teacher has begun his school-wide video presentations highlighting healthy eating options and providing fitness tips on a monthly basis.
- The PE teacher did not have his students participate in the Fitness Fair, although he did see the value in it and plans on including it in his first semester "Fit For Life" semester. It just didn't fit into the Team Sports portion of the curriculum he presented second semester.

#### **Waiakeawaena:**

##### **Quarter 3:**

- WOW implementation not as successful as I anticipated. Many factors affecting time this, sometimes beyond teacher's control. I thought I gave teachers enough time at the end of last year to review the curriculum and plan when they would implement but obviously not enough. Students do appear to enjoy the lessons.
- Celebration of efforts held March 6 with the presentation of banners for display at the school, CPR hands only training conducted and goodie bags filled with donations from local businesses distributed to faculty and staff for their efforts the past 3 years. Recognition by complex area and state level was meaningful to the teachers.

##### **Quarter 4:**

- Cadre was asked to present at Physical Activity and Nutrition Summit to be held May 23-24. Unfortunately, the presentation was scheduled for the last day of school for students so teachers could not see not spending that time with their students so instead, the Data Coach and retired PE teacher did the presentation with the District RT. Kudos belong to the cadre and school for all their efforts.