

**Health Education Standards and  
Physical Education Standards:**

**District H/PE Resource Teacher  
Year-End Summary Report  
2005-2006 School Year**

Report submitted to the Hawaii State Department of Education and  
Department of Health, as part of the on-going evaluation of the Healthy  
Hawaii Initiative.

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## District H/PE RT Year-End Summary

2005-2006 School Year

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### BACKGROUND

Eight District Health Education and Physical Education Resource Teachers (H/PE RTs) are currently in place to train and educate teachers in their region (grades K-12) to implement the Hawai'i Content and Performance Standards (HCPS) in Health Education (HE) and Physical Education (PE). H/PE RTs assist the Healthy Hawaii Initiative Educational Specialist (HHI ES), the H/PE Educational Specialist (H/PE ES), and the Coordinated School Health Educational Specialist (CSH ES) with reviewing, revising, and developing standards-based programs, units, activities, and lessons for general HE and PE. District H/PE RTs also mentor and conduct trainings for HE and PE teachers in their designated district complexes to improve instruction of the HCPS.

This report is a summary of the information submitted by the H/PE RTs for the 2005-2006 school year. H/PE RTs submitted semester reports that detailed their expenditures, trainings, collaborations, and resource library usage. H/PE RTs also reported teacher requests, facilitators and barriers to success, semester successes, and future goals. All resource teachers are listed below for the 2005-2006 school year.

<u>District</u>	<u>Name</u>
Central District	Yvette Ikari
East Hawaii District	Eileen Wagatsuma
Honolulu District	Denise Darval-Chang
Kauai District	Nancy Graf
Leeward District	Jody Spencer
Maui District	Curt Okimoto
West Hawaii District	Kathy Jo Kube
Windward District	Alvin Mariteragi

### WORKSHOPS & CONFERENCES

District RTs mentor and conduct trainings for HE and PE teachers in designated district areas. "Overview" trainings are brief meetings that introduce the standards; 101-level trainings introduce standards-based curriculum; 201-level trainings focus on record keeping and assessment; 301-level trainings require student and teacher evidence. Please refer to Appendix A for a complete description of the H/PE training criteria. District RTs also assist the State HE and PE RTs with two state trainings: State PE Workshops, State Health Workshops, the Health Celebration Conference, and the State PE Conference. Summary reports from these conferences are available from the Healthy Hawai'i Initiative Evaluation Team. The tables below show the state and district conference/workshop attendance for the 2005-2006 school year. The type of training (HE or PE) and level of training (overview, 101, 201, 301) are also provided.

**STATE WORKSHOPS AND CONFERENCES:  
2005-2006 SCHOOL YEAR**

<b><i>State-Wide Conferences/Workshops</i></b>				
<b>State PE RT</b>	<b>Date Held</b>	<b>HE/PE/ HPE</b>	<b>Overview, 101, 201, 301</b>	<b>Attendance</b>
State PE Workshops:				
Maui	10/25/05	PE	101	22
E. Hawaii	10/27/05	PE	101	19
Secondary (Oahu)	11/3/05	PE	101	93
Kauai	11/29/05	PE	101, 201	5
One-on-One Training	-	PE	101	9
Department Chair Workshops (Secondary)	02/23/06	HPE	101, 201	147
Department Chair Workshops (Elementary)	02/27/06	HPE	101, 201	137
State Physical Education Conference	05/4/06	PE	101	282
<b>State HE RT</b>	<b>Date Held</b>	<b>HE/PE/ HPE</b>	<b>Overview, 101, 201, 301</b>	<b>Attendance</b>
LifeSkills training For Kohala Middle School	09/23/05	HE	101	20
Hawaii Middle School Association (Breakout)	10/15/05	HE	101	--
State Health Celebration Conference	11/14/05	HE	101	358
Healthy School Environment Training for Staff	11/10/05 & 12/5/05	HE	101	--
One-on-One Training	-	HE	Overview	6
	-	HE	201	2
	-	PE	101	2
State HE Workshops:				
Elementary (Oahu)	2/10/06	HE	101	16
Middle (Oahu)	2/13/06	HE	101	32
High (Oahu)	2/22/06	HE	101	37
Department Chair Workshops (Secondary)	02/23/06	HPE	101, 201	147
Department Chair Workshops (Elementary)	02/27/06	HPE	101, 201	137

**DISTRICT WORKSHOPS AND IN-SERVICES:  
2005-2006 SCHOOL YEAR**

<b><i>District-Workshops</i></b>				
<b>Honolulu</b>	<b>Date Held</b>	<b>HE/PE/ HPE</b>	<b>Overview, 101, 201, 301</b>	<b>Attendance</b>
P.E. Meeting w/ PTT	9/7/2005	PE	Overview	5
Kalihi Uka In-Service	9/16/2005	HPE	Overview	23
McKinley HPE In-Service	9/21/2005	HPE	101	7
Farrington HPE In-Service	9/29/2005	HPE	101	6
Technology In HPE	10/11/2005	HPE	101	18
Kaimuki-Kalani Complex Waiver Day	12/5/2005	PE	Overview	5
Diabetes & You Training	1/31/2006 & 2/3/2006	HE	101	1
Diabetes & You Training	4/13/2006 & 4/19/06	HE	101	4
Kahala In-Service	5/3/2006	HPE	101	32
Kaimuki Middle School Training	4/13/2006	HPE	Overview	5
HPE All Day Inservice (Kaimuki Middle)	5/15/2006	HPE	101, 201	4
One-on-One Trainings	-	HE	101	1
		HE	201	1
		PE	101	4
		PE	201	1
<b>Central</b>	<b>Date Held</b>	<b>HE/PE/ HPE</b>	<b>Overview, 101, 201, 301</b>	<b>Attendance</b>
Kin-Ball In-Service	9/8/2005	PE	101	2
Technology in Health Education and Physical Education	10/11/2005	HPE	101	18
Mililani Ike In-service	11/7/2005	HE	Overview	6
Radford Complex Waiver Day	11/10/2005	PE	101	4
Leilehua In-service	11/30/2005	PE	101	6
Waiialua In-service	12/12/2005	PE	101	2

<b>Central (Continued)</b>	<b>Date Held</b>	<b>HE/PE/ HPE</b>	<b>Overview, 101, 201, 301</b>	<b>Attendance</b>
Iliahi Faculty Inservice	1/9/2006	HPE	101	25
Mililani Ike Inservice	1/30/2006	HE	101	8
North Complex Department Head Articulation Day	3/8/2006	PE	101	25
South Complex Department Head Articulation Day	3/8/2006	PE	101	21
PCNC Training	3/10/2006	PE	101	20
Preschool Workshop	3/16/2006	PE	101	44
Mililani Uka Inservice	4/5/2006	HPE	101	47
One-on-One Trainings	-	HE	Overview	3
	-	PE	Overview	1
	-	PE	101	2
<b>Maui</b>	<b>Date Held</b>	<b>HE/PE/ HPE</b>	<b>Overview, 101, 201, 301</b>	<b>Attendance</b>
Collecting Standards-Based Evidence	10/5/2005, 11/9/2005	PE	201	9
HIV Sexual Health Education Training	1/7/2006	HE	101/201	5
HPE and HCPS III	2/17/2006	HPE	101	16
Polar Tri-Fit Systems Training	3/2/2006	HPE	101	14
Maui Middle School Conference	3/3/2006	HPE	101	15
Teaching the new HPE HCPS III	3/8/2006	HPE	101	42
Professional Learning Community Meeting	5/31/2006	HPE	101	8
One-on-One Trainings	-	HE	101	18
	-	HE	201	3
	-	PE	101	7
	-	PE	201	10
	-	PE	301	2
	-	HPE	101	1

<b>West Hawaii</b>	<b>Date Held</b>	<b>HE/PE/HPE</b>	<b>Overview, 101, 201, 301</b>	<b>Attendance</b>
LifeSkills Training (LST) Workshop Grades 6th-9th	9/23/2005	HE	101	20
Health Sexuality Education Training	1/21/2006	HE	101	21
HPE Standards Overview & Yoga Education	1/31/2006	HPE	Overview	81
SPARK PE K-5 Training	2/18/2006	PE	101	13
Peer Education w/PE Teachers	5/5/2006	PE	101	5
LifeSkills Training (LST) Workshop	5/11/2006	HE	201	9
One-on-One Trainings	-	HE	Overview	8
	-	HE	101	7
	-	PE	Overview	8
	-	PE	101	3
	-	PE	201	1
	-	HPE	101	2
<b>East Hawaii</b>	<b>Date Held</b>	<b>HE/PE/HPE</b>	<b>Overview, 101, 201, 301</b>	<b>Attendance</b>
Department Meeting-Curriculum Mapping	9/14/2005	HPE	Overview	4
Curriculum Alignment & Pacing guide	10/7/2005	HPE	101	5
Complex Professional Development/ Waiver Day	11/4/2005	HPE	Overview	13
Keaau Complex Articulation/Collaboration Day	11/10/2005	HPE	101	6
Keaukaha Faculty Inservice	5/5/2006	HPE	101	18
Family Focus Team Meeting	5/9/2006	HPE	Overview	26
Family Focus Team Meeting	5/18/2006	HPE	Overview	28
Professional Development Day	5/26/2006	HE	Overview, 101	40
One-on-One Trainings	-	HE	101	1
	-	PE	101	2
	-	HPE	Overview	46

<b>Leeward</b>	<b>Date Held</b>	<b>HE/PE/HPE</b>	<b>Overview, 101, 201, 301</b>	<b>Attendance</b>
Assessment Observation Dance Unit	12/7/2005, 12/12/2005	PE	101	4
One-on-One Trainings	-	PE	101	5
	-	PE	201	1
<b>Windward</b>	<b>Date Held</b>	<b>HE/PE/HPE</b>	<b>Overview, 101, 201, 301</b>	<b>Attendance</b>
Windward District Physical Fitness Meet	N/A	PE	N/A	Students
Classroom Management/ Pedometer Lessons (Sunset EI)	N/A	PE	N/A	4
Classroom Management/ Pedometer Lessons (Kaawa EI)	N/A	PE	N/A	13
Classroom Management/ Pedometer Lessons (Laie EI)	N/A	PE	N/A	5
PE Manager Software	N/A	PE	N/A	5
One-on-One Trainings	-	PE	101	8
	-	PE	201	1
<b>Kauai</b>	<b>Date Held</b>	<b>Health/ P.E.</b>	<b>Overview, 101, 201, 301</b>	<b>Attendance</b>
Teacher Academy I	08/29-08/30/05	HE	101	-
Teacher Academy II	09/01-09/02/05	HE	101	-
Teacher Academy I	01/30-01/31/06	HE	101	-
Safe and Drug Free Summit	04/13/06	HPE	101	-
District RT Training/CSH	12/05/05	HPE	101	13
School Health Index Workshop	12/14/05	HPE / CSH	101	8
Healthy Body, Healthy Environment Retreat	05/11-05/12/06	HPE	101, 201	5
One-on-One Trainings	-	HE	101	6
	-	HE	201	3
	-	PE	101	2
		PE	201	9
	-	HPE	101	3
		HPE	2-1	2

## Yearly District Expenditures

Expense Type	Kauai	East Hawaii	West Hawaii	Windward	Leeward	Central	Honolulu	Maui	Statewide Total	%
Office Supplies	1,000	2,708	500	100	1,500	607	2,902	3,850	<b>13,167</b>	9.8
New Technology/ Equipment (Pedometers, Tanita Scale)	1,435	702	559	6,646	9,411	2,000	5,521	2,300	<b>28,574</b>	21.2
Training Materials	-	7,171	4,000	358	-	3,528	3,400	1,600	<b>20,057</b>	14.9
Substitute Costs	1,400	980	1,000	-	-	-	1,210	6,400	<b>10,990</b>	8.2
Travel (air, car rental, etc)	7,634	11,144	9,460	2,319	2,127	4,753	1,881	6,500	<b>45,818</b>	34.1
Other (Explain)	1,275	1,365	4,981	1,663	506	4,938	-	1,200	<b>15,928</b>	11.8
<b>Total</b>	<b>12,744</b>	<b>24,070</b>	<b>20,500</b>	<b>11,086</b>	<b>13,544</b>	<b>15,826</b>	<b>14,914</b>	<b>21,850</b>	<b>134,534</b>	100.0

## PROFESSIONAL DEVELOPMENT RECEIVED

Resource Teachers were provided numerous professional development opportunities throughout the year. On average, RTs attended 19 professional development opportunities during the 2005-2006 spring semester and 33 opportunities for the year. The table below shows individual professional development attendance by district.

<b>District</b>	<b>Number of Attended Professional Development Opportunities (Fall 2005)</b>	<b>Number of Attended Professional Development Opportunities (Spring 2006)</b>	<b>Total</b>
Central District	29	20	49
East Hawaii District	20	14	34
Honolulu District	11	18	29
Maui District	12	28	40
Leeward District	7	23	30
West Hawaii District	6	13	19
Windward District	9	20	29
Kauai	17	19	36

## SKILLS

Resource teachers were also asked what skills they want to develop and what additional areas in HE and PE they would like more training with. In general, RTs want to develop their communication skills (facilitation, presentation, and persuasion skills), advocacy, and coordination and organization skills.

### **What specific skills do you want to develop as a district resource teacher?**

<b>Skills</b>	<b>Frequency</b>
Communication Skills	4
Organization Skills	2
Advocacy skills	2
Computer, digital camera skills	2
Grant-writing	1
Program development for HPE in elementary schools	1
Series of SBL on hand for teachers to have access too and create similar SBL	1
Networking	1
Stay up-to-date with the latest HPE research, curriculum, and technology.	1
Become trained in "Tribes"	1
Curriculum mapping	1
Electronic portfolio implementation	1
More project adventure curriculum	1
More non-traditional games	1

## REQUESTED TRAINING

Resource Teachers reported that they would like more training in HE standards and curricula (including Healthy Sexuality and Substance Abuse prevention) and PE best practices and technology (SPARK, Tri-Fit, web design, etc.).

**Please list additional areas in Health Education and Physical Education that you would like more training with.**

Requests	Frequency
Polar Tri-fit Training	2
Health Education Standards	2
Computers	1
Digital photography and video	1
SPARK training	1
Physical education info	1
Sexual health info, training, and modeling lessons for middle and high school teachers	1
Substance abuse prevention info, training, and modeling lessons for middle school teachers	1
Video assessment	1
Curriculum mapping	1
Student based portfolios	1
Grant-writing	1
Developing a district/statewide HPE fair competition	1

## RESOURCE LIBRARY AND MATERIAL SUPPORT

Resource Teachers are provided materials to share with the schools in their district. RTs purchase additional resources and equipment to meet the specific needs of their district. The following table summarizes the resource library usage during the 2005-2006 school year.

<b>District</b>	<b># of Resources Utilized in District (Fall 2005)</b>	<b># of Resources Utilized in District (Spring 2006)</b>
Central District	46	121
East Hawaii District	13	4
Honolulu District	21	18
Maui District	9	20
Leeward District	0	9
West Hawaii District	38	15
Windward District	12	23
Kauai District	0	7
<b>Total</b>	<b>139</b>	<b>217</b>

## PARTNERSHIPS & COLLABORATIONS

Many H/PE RTs cited school and community connections and partnerships as a major facilitator to their success this school year. This is also reflected in the large list of partnerships and collaborations each H/PE RT listed in their semester reports. Collaboration, equipment donation, and curriculum training were the most popular types of partnerships. The following is a list of the nature of partnerships that existed in the eight districts.

- Collaboration
- Equipment Donation
- Curriculum Training
- Presentations (e.g. Guest Speakers)
- Consultation
- Strategic planning and workshop collaboration
- Community Partnerships (e.g. Nike, Red Cross)

## REQUESTS FROM TEACHERS IN DISTRICT

Resource Teachers reported that teachers in their district are requesting support in technology, more equipment, record keeping and assessment, and grant writing. A complete list of requests is provided below.

Requests	Frequency
New skills/technology	3
More equipment	2
Standards based PE and HE assessments	3
Standards Based Report Card	2
Grant-writing skills	2
Standards based PE record keeping and grading	2
Time to teach PE	1
Assistance with curriculum mapping	1
Fitness tests	1
Recess Program During Lunch	1
Quick and easy standard based lessons with limited paperwork	1
Management skills in teaching PE	1
Standards based HE and PE lessons	1
Cardio kick-boxing for elementary	1
Support for creating or sustaining school level HE and PE programs	1
Data collection evidence samples	1

## FACILITATORS AND BARRIERS TO SUCCESS

Most common facilitators to successful implementation of the standards include administrative support from CAS, Educational Specialists, State, and District RTs, school administrators, and colleagues; the state HE and PE conferences; and standards based toolkits and lessons. Some barriers to implementation include the difficulty of holding school inservices, lack of time because schools focus on other academic areas, teachers not receptive to new ideas, and the lack-of administrative support. A complete list of RT responses is included in the tables below.

### FACILITATORS TO SUCCESSFUL IMPLEMENTATION OF STANDARDS BASED HE AND PE:

Facilitators	Frequency
Support from the field in trying new activities	4
Administrative support and assistance from CAS, State Education Specialist, State, & District RTs	3
State HE and PE conferences	2
School administrative support and follow-up	2
Introduction to standards toolkit, lessons, and posters	2
Ken O'Conner's training on standards based grading	1
Monica Mann's openness to assist us	1
Elementary Inservices	1
Assessment session from AAHPERD convention in Salt Lake City	1
Playground safety	1
Substantial budget to cover equipment, training, and travel costs	1
Parental support	1
Standards based info for PE and HE provided by Donna Ede & Lynn Shoji	1
Personal connections and networking with colleagues	1
Training teachers (where and when it is convenient for them) by showing them how it might be integrated into what they already teach, demonstrating lessons and giving the teachers practice time	1
Modeling some lessons with the teacher and their students	1
Standards assessment rubrics	1
Continued individual, district, and state PD/training-use of smaller communities	1
Accountability through completed teacher reflection and implementation forms	1

## **BARRIERS TO SUCCESSFUL IMPLEMENTATION OF STANDARDS BASED HE AND PE**

<b>Barriers</b>	<b>Frequency</b>
Getting into schools to do inservices	3
Lack of time to implement in schools	3
Teachers not receptive to receiving professional development	2
Teachers do not attend workshops or inservices	2
Evaluation from teachers once attended workshops	1
Protocol to schools in the field	1
No trainings allowed during school hours	1
Schools more concerned with other content areas leaving no time for HPE	1
Receiving budget late	1
Wide spectrum of things to accomplish	1
Building relationships with teachers and administrators	1
Lack of clarity regarding secondary report cards	1
Not enough time to get out to the teachers in the field to share our expertise	1
Teachers not willing to change their record keeping and grading practices	1
NCLB-restructuring focus at the school level	1
Lack of complex articulation about what is being taught in both HE and PE	1
Convincing principals and teachers the importance and need for HE and PE in this climate of NCLB and the need for academic yearly progress	1
Having teachers follow through and teach a new curriculum/lesson after training	1
No school administrative support	1
No accountability with follow-up	1
Lack of money to purchase equipment	1
Teacher relicensing requirements not in place	1
No teacher accountability for professional development	1

## 2nd SEMESTER SUCCESSES (2005-2006)

RTs reported numerous second semester successes including: understanding their role as a district RT, developing relationships and working as a team with the other RTs, increasing their confidence in providing trainings and modeling lessons, and helping teachers implement standards-based lessons in their classrooms. A complete list of second semester successes is provided below.

Successes	Frequency
Better understanding of job as an RT	2
Collaboration with fellow state RTs	2
Build stronger relationships with other HPE RTs	2
Continued support with teachers and schools	2
SBL Implementation at most schools	1
Fellow colleagues from field presenting at workshops	1
Increase confidence level and knowledge when presenting ideas to large groups, individuals, and other professionals	1
Understanding of how to use budget	1
Better focus on how to improve myself for next year	1
Mentoring teachers in the field through National Board Certification	1
Practice teaching standards based health education to elementary students	1
Two hour HE and PE inservice to an elementary faculty	1
Two secondary PE department meetings updating on PE workshop	1
Take 10!	1
Attending AAHPERD	1
Breakout sessions done at PE conference done by teachers from my district	1
Principals asking for PE training for their elementary teachers	1
Training and modeling lessons in Lifeskills	1
Assisting new health teachers	1
Presenting at state conference and workshops	1
Able to expand the amount of school and community partnerships that support HPE initiatives	1
Increased teacher interest and participation in district and state workshops, training, and conferences	1
Development of smaller professional learning communities	1

## FUTURE GOALS

RTs reported a variety of goals including: building stronger relationships with schools, presenting at future workshops, sharing knowledge with colleagues, providing more trainings and faculty in-services, modeling lessons (LifeSkills, SPARK, Healthy Sexuality), encouraging teachers to pursue National Board Certification, developing community partnerships, meeting with all middle and high school HPE departments and 60% of elementary school IRAs, and encouraging teachers to pursue National Board Certification. A complete list of RT goals is provided below.

Goals
Establish a relationship with and be more involved in developing quality HPE programs at the elementary level
Recruit teachers, and/or present at future conferences and workshops
Develop, increase, and share knowledge on SBL with colleagues
Become better organized
Conduct more school inservices and get teachers to attend trainings and workshops
Meet with all middle and high school departments and 60% of elementary IRA/PTTs
Encourage at least two teachers in district to pursue National Board Certification
Increase the number of Nationally Board Certified teachers
Consult with on a regular basis and provide necessary services to secondary HPE department Chairs and elementary PTT/IRAs
Conduct inservice of at least 3 teachers next school year with the Diabetes and You Curriculum
Continue to support teachers in district
Get more teachers doing HPE integration into core content areas
Reach more elementary teachers and get at least 1 more school to participate in professional development
Train and model lessons for Lifeskills curriculum in two additional middle schools
Provide more training and modeling of lessons for elementary teachers in SPARK PE curriculum, for middle and high school teachers in healthy sexual education
Assist in training teachers to teach basic First Aid and Water Safety
Continue to communicate with teachers, principals, and other educational specialists on training opportunities, current HE and PE info and trends
Learn how access in more resources for the teachers through CSH, grants, and partnerships
Provide additional learning opportunities regarding technology assessment and portfolios
Gain additional recognition and support for HPE through a district-wide HPE fair competition

## **Evaluation and Conclusion:**

- Suggest ways to increase resource library usage: Central district has consistently reported high resource library usage. This year over 160 items were given or lent to schools. Perhaps Yvette Ikari can share tips with the other district RTs in how to disseminate resources to schools.
- Continue to provide State RTs with professional development opportunities: RTs requested that they want to develop their communication skills (presentation, persuasion, and facilitation skills), advocacy, and coordination and organization skills.
- Address teacher requests: Teachers have requested more support with technology, record keeping and assessment, and grant writing. Teachers also would like more equipment.
- Address barriers to standards implementation: Some barriers to implementation include the difficulty of holding school inservices, lack of time because schools focus on other academic areas, teachers not receptive to new ideas, and the lack-of administrative support.
- Celebrate success: Recognize facilitators to success and celebrate RTs' self-reported achievements. Most common facilitators to successful implementation of the standards include administrative support from CAS, Educational Specialists, State, and District RTs, school administrators, and colleagues; the state HE and PE conferences; and standards based toolkits and lessons. RTs reported numerous successes including: understanding their role as a district RT, developing relationships and working as a team with the other RTs, increasing their confidence in providing trainings and modeling lessons, and helping teachers implement standards-based lessons in their classrooms.
- Support goals: RTs reported a variety of ambitious goals including: building stronger relationships with schools, presenting at future workshops, sharing knowledge with colleagues, providing more trainings and faculty in-services, modeling lessons (LifeSkills, SPARK, Healthy Sexuality), encouraging teachers to pursue National Board Certification, developing community partnerships, meeting with all middle and high school HPE departments and 60% of elementary school IRAs, and encouraging teachers to pursue National Board Certification.

## Appendix A:

# Criteria for H/PE Trainings

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### **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**

Teachers attend 300 level trainings (i.e. HE 302 Workshop). 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.