

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

**District H/PE Resource Teacher
End of Year Summary Report
2007-2008 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 End of Year Summary Report

2007-2008 School Year

BACKGROUND

Eight District Health Education and Physical Education Resource Teachers (HE/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). HE/PE RTs assist the Healthy Hawaii Initiative Educational Specialist (HHI ES), the HE/PE Educational Specialist (HE/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 HE/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 HE/PE RTs for the 2007-2008 school year. HE/PE RTs submitted semester reports that detailed their expenditures, trainings, collaborations, and resource library usage. HE/PE RTs also reported teacher requests, facilitators and barriers to success, semester successes, and future goals. All resource teachers are listed below for the 2007-2008 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	Corey Tom
Maui District	Curt Okimoto
West Hawaii District	Kathy Jo Kube
Windward District	Christopher Akana

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; and 301-level trainings require student and teacher evidence. Please refer to Appendix A for a complete description of the HE/PE training criteria. District RTs also assist the State HE and PE RTs with state trainings: State PE Workshops, State Health Workshops, Health Celebration Conference, State PE Conference, and Department Head Trainings for health and physical education. Summary reports from these conferences are available from the HHI Evaluation Team. The tables below show the state and district conference/workshop attendance for the 2007-2008 school year. The type of training (HE or PE) and level of training (overview, 101, 201, 301) are also provided.

**STATE WORKSHOPS AND CONFERENCES:
2007-2008 SCHOOL YEAR**

State-Wide Conferences/Workshops				
State PE RT	Date Held	HE/PE/ HPE	Overview, 101, 201, 301	Attendance
Building a Stronger Foundation Workshop	08/13/2007	PE	101	74
Kaimuki/Kalani Complex day	08/16/2007	HPE	101, 201	9
Aiea High School Waiver Day	08/23/2007	HPE	101, 201	4
Kaiser Complex Waiver day	08/30/2007	HPE	101, 201	23
Elementary PE leadership Training	09/04/2007	PE	101, 201	72
Secondary PE leadership Training	09/06/2007	PE	101, 201	81
PDERI Analyzing student work and anchor pulling in physical education and health	09/18/2007	HPE	101,201	42
PDERI Analyzing student work and anchor pulling in physical education and health	11/06/2007	HPE	101, 201	42
PDERI Analyzing student work and anchor pulling in physical education and health	12/11/2007	HPE	101, 201	42
One-on-One Trainings	-	HE	101, 201	1
Secondary PE Leadership Training	2/14/2008	PE	101, 201	67
Elementary PE Leadership Training	2/19/2008	PE	101, 201	72
Building a stronger foundation in physical education by improving teaching strategies, assessment and analysis of student work	2/21, 3/6, 4/1, 4/8, 5/6/2008	HPE	101, 201	37
Honolulu District preschool playday	3/14/2008	PE	101	n/a (lolly romano) 336
Windward District preschool playday	4/4/2008	PE	101	n/a (sandra oda)
HHI Secondary Physical Education Curriculum Training	4/22/2008	PE	101	109
State HE RT	Date Held	HE/PE/ HPE	Overview, 101, 201, 301	Attendance
ASHA Conference	7/9-7/13/2007	HE	Overview	73 HI DOE participants
Kaiser Complex Waiver Day	08/16/2007	HPE	101, 201	1
Aiea High School Waiver Day	08/23/2007	HPE	101, 201	4

Kaimuki/Kalani Complex Day	08/30/2007	HPE	101, 201	11
HHI Elementary Health Education Curriculum Training	09/24/2007	HE	101, 201	71
Secondary Health Education Teacher Leadership Training	11/01/2007	HE	101, 201	63
Elementary Health Education Teacher Leadership Training	11/20/2007	HE	101, 201	60
One-on-One Trainings	-	HE	101	1
	-	HPE	101	1
Elementary Health Leadership Training	2/26/2008	HE	101, 201	54
Secondary Health Leadership Training	2/28/2008	HE	101, 201	56
HHI Secondary Health Education Curriculum Training	5/2/2008	HE	101, 201	63
"Living Healthy in School"	5/5, 5/6, 5/15, 5/16, 5/19, 5/20, 5/21, 5/22, 5/29/2008	HE	Overview	384

**DISTRICT WORKSHOPS AND IN-SERVICES:
2007-2008 SCHOOL YEAR**

<i>District-Workshops</i>				
Honolulu	Date Held	HE/PE/ HPE	Overview, 101, 201, 301	Attendance
HPE HCPS III Faculty In-service	07/30/2007	HPE	101	26
HPE HCPS III Faculty In-service	08/09/2007	HPE	101	17
HPE HCPS III Faculty In-service	08/15/2007	HPE	101	18
PE/Core Content Integration In-service	08/22/2007	PE	201	24
HPE HCPS III Faculty In-service	08/29/2007	HPE	101	19
HPE HCPS III Faculty In-service	09/05/2007	HE	101	30
HPE HCPS III Faculty In-service	09/21/2007	HPE	101	37
HPE HCPS III Faculty In-service	10/10/2007	HPE	101	20
HPE HCPS III Faculty In-service	10/17/2007	HPE	101	30
SPARK Training	10/18/2007	PE	101	38

Roosevelt Complex PCNC	01/14/2008	-	Overview	31
HPE HCPS III Faculty In-service	01/30/2008	HPE	Overview	26
Diabetes & You	01/31-02/01/2008	HE	101	13
Polar/Trifit Training	02/21-22/2008	HPE	101	21
PE PTT PEP Grant Mtg	02/29/2008	PE	201	6
HPE HCPS III Faculty In-service	03/02/2008	HPE	Overview	34
HPE HCPS III Faculty In-service	04/23/2008	HPE	101	30
HPE HCPS III Faculty In-service	04/30/2008	HPE	201	41
One-on-One Trainings	-	HE	Overview	4
	-	HE	101	2
	-	PE	Overview	2
	-	PE	101	5
	-	PE	201	2
	-	PE	301	3
Central	Date Held	HE/PE/HPE	Overview, 101, 201, 301	Attendance
Standards-Based Health Teacher.com Training	09/12/2007	HE	201	14
Standards Based HPE Faculty In-Service	09/19/2007	HPE	101	24
Standards-Based HPE Faculty In-Service	09/26/2007	HPE	101	24
One-on-One Trainings	-	PE	101	8
	-	PE	201	1
Waiialae HPE Faculty In-Service	04/02/2008	HPE	101	n/a
CDO Preschool Play Day	04/18/2008	PE	-	All CDO preschools
Mililani HS Dept Mtg	04/24/2008	HPE	201	7
Kipapa Elem HPE Faculty In-Service	05/07/2008	HPE	101	n/a
Bullying In-Service	05/21/2008	HE	101	n/a
Kippa Elementary In-Service	05/07/2008	HPE	101	45

Maui	Date Held	HE/PE/HPE	Overview, 101, 201, 301	Attendance
SPARK In-service	09/26/2007	PE	101	11
Standards-based Alignment and Benchmark Mapping In-service	10/17/2007	HPE	101	5
Playground Safety In-service	10/19/2007	HE	101	67
Curriculum Mapping In-service	10/19/2007	HPE	101	5
"New PE" In-service	10/24/2007	PE	101	5
"New PE" Equipment In-service	11/29/2007	PE	101	2
Wellness Policy In-Service	05/05/2008	HPE	101	13
Wellness Policy In-Service	05/15/2008	HPE	101	28
One-on-One Trainings	-	HE	101	14
	-	PE	101	30
	-	PE	201	5
	-	HPE	201	4
Windward	Date Held	HE/PE/HPE	Overview, 101, 201, 301	Attendance
Indo Board and Trikke In-service	11/14/2007	HPE	Overview	5
One-on-One Trainings	-	PE	Overview	1
	-	PE	101	2
IndoBoard In-Service Training	02/20/2008	PE	Overview	19
Trikke In-Service Training	04/30/2008	PE	Overview	n/a
Leeward	Date Held	HE/PE/HPE	Overview, 101, 201, 301	Attendance
USTA Workshop	11/29/2007	PE	101	11
One-on-One Trainings	-	HE	Overview	1
	-	HE	101	9
	-	PE	Overview	10
	-	PE	101	9

	-	PE	201	1
E-School Conference: Incorporating Technology with Physical Education	3/11/2008	PE	101	17
Preschool Playday	04/25/2008	PE	Overview	n/a
West Hawaii	Date Held	HE/PE/ HPE	Overview, 101, 201, 301	Attendance
PE 101 In-service	09/11/2007	PE	101	4
PE 101 In-service	09/13/2007	PE	101	4
PE 101 In-service	09/25/2007	PE	101	4
PE 101 In-service	09/27/2007	PE	101	4
Sexual Health Ed. 101	10/16/2007	HE	101	4
E-Portfolio Life Activity Plan Intro.	11/09/2007	PE	101	35
Elem. SPARK Physical Education 101	11/27/2007	PE	101	3
One-on-One Trainings	-	HE	101	8
	-	HE	201	7
	-	HE	Overview	1
	-	PE	101	2
	-	PE	201	9
	-	HPE	101	2
	-	HPE	Overview	1
West Hawaii Youth Summit – Prevention of Teen Pregnancy	2/21/2008	HE	101	9
Health Ed. 101	2/20/2008	HE	Overview	5
Healthy Sexuality Ed. for Elem. Teachers	2/23/2008	HE	101	7
SPARK PE and Yoga Ed for Elem. Teachers	4/5/2008	PE	101	16
Wellness Guidelines Overview	4/15/2008	PHE	Overview	19
Basic First Aid	4/14/2008 – 4/17/2008	HE	101	17
“Living Health in School”	5/20/2008	HPE	overview	28

Kauai	Date Held	HE/PE/HPE	Overview, 101, 201, 301	Attendance
Niihau Family Literacy Day	08/24/2007	HPE	101	5
PE Curriculum and Resource (East Complex Waiver Day)	08/28/2007	PE	101	30
Health: Stress Reduction (East Complex Waiver Day)	08/28/2007	HE	101	62
Family Science Literacy Day	01/18/2008	HPE	201	5
Comprehensive Substance Abuse Training Seminar	02/07/2008	HE	201	25
One-on-One Trainings	-	PE	101	30
	-	PE	201	25
	-	HE	101	8
	-	HE	201	3
East Hawaii	Date Held	HE/PE/HPE	Overview, 101, 201, 301	Attendance
Hawaii Island PCNC Training/Meeting	08/28/2007	HPE	Overview	35
Ka'u-Kea'au-Pahoa Complex Family Focus Team Meeting	09/27/2007	HPE	Overview	20
Hilo-Laupahoehoe-Waiakea Family Focus Team Meeting	11/02/2007	HPE	Overview	29
One-one-One Trainings	-	HE	101	3
	-	PE	101	6
		HPE	101	2
E Ola Pono – Health Fair	01/19/2008	HPE	Overview	30-40 public clients
Healthy Family Kickoff HLW EO meeting; KKP EO meeting, PCNC mtg4/15 Diabetes & You	EMS run	HPE	Overview	n/a
Waiakeawaena Parent nite; HLW EO meeting; KKP EO meetin, PCNC mtg4/15 Diabetes & You	04/11/2008	HPE	Overview	15
Ka'u – Kea'au – Pahoa Principal's Meeting	04/11/2008	HPE	Overview	14
PCNC Complex training	04/15/2008	HPE	Overview	25
Inservice-Complex Articulation	04/30/2008	HPE	Overview	11
Diabetes & You at Hilo Union	05/15/2008 - 05/16/ 2008	HPE	-	11
Diabetes & You at Waiakea Elem	05/29 &	HPE	Overview	2

	06/02/2008			
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2007-2008 School Year District Expenditures

Expense Type	Kauai	East Hawaii	West Hawaii	Windward	Leeward	Central	Honolulu	Maui	Statewide Total	%
Office Supplies	1,254	2,173	1,035	-	4,297	9,208	3,517	5,000	26,484	10.7
New Technology and Equipment (Pedometers, Tanita Scale)	1,406	7,993	5,501	9,442	11,902	48,612	36,626	5,000	126,482	51.0
Training Materials	6,914	8,410	6,680	838	200	1,809	-	8,000	32,851	13.2
Substitute Costs	-	491	2,625	-	-	2,940	6,459	1,000	13,515	5.5
Travel (air, car rental, etc)	6,421	4,991	6,810	551	2,345	1,265	2,320	7,000	31,703	12.8
Professional Learning Communities	-	-	-	-	-	-	-	50	50	0.02
School Assessment Liaison Partnerships	-	-	-	-	-	-	-	-	0	0
Other (Explain)***	590	9,553	1,400	2,276*	2,757	314	-	-	16,890	6.8
Total	16,585	33,611	24,051	13,107	21,501	64,148	48,922	26,050	247,975	100

*Shipping, Handling, and Processing of New Technology/Equipment

**Airfare for HPE RT Retreat

*** Contract for services – Yoga Ed & SPARK PE trainers

PROFESSIONAL DEVELOPMENT RECEIVED

Resource Teachers were provided numerous professional development opportunities throughout the year. On average, RTs attended roughly 25 professional development opportunities each during the 2007-2008 school year. The table below shows individual professional development attendance by district.

District	Number of Attended Professional Development Opportunities (2007-2008 School Year)
Central District	16
East Hawaii District	18
Honolulu District	36
Maui District	25
Leeward District	15*
West Hawaii District	22
Windward District	25
Kauai	38
State PE	21
State HE	33

*includes trainings to be received this school year

SMALLER LEARNING COMMUNITIES

RTs are working with teachers to create Smaller Learning Communities (SLC). Many of these SLCs were formed at the HE and PE department head trainings. In total, RTs reported 264 SLC participants from 138 schools.

District	# of Schools Participating	# of Participants	Total Expenses
Central District	-	-	-
East Hawaii District	17	22	\$491
Honolulu District	26	58	-
Maui District	16	39	-
Leeward District	24	34	-
West Hawaii District	19	36	-
Windward District	20	38	-
Kauai District	10	17	
State PE	6	20	-
State HE	-	-	-
Total	138	264	\$491

SKILLS

RTs were also asked what skills they want to develop and what additional areas in HE and PE they would like more training in. In general, RTs want to develop their technology skills and facilitation and presenting skills. They also want to improve their ability to effectively write grants.

What specific skills do you want to develop as a general resource teacher?

Skills	Frequency
Technology Skills- IPOD Capabilities, PowerPoint presentations, music/slide show, finding resources on line and using and developing technology for presentations, uploading and downloading technology resources	6
Facilitation/Presenting skills- presenting, listening, wait time, questioning	2
Ability to effectively write grants	2
To become more familiar with the present health curriculums that are being used in our schools so I can better service our teachers.	1
Communication skills	1
Leadership skills	1
Record Keeping skills	1
Increase my ability in building a good working relationship with those at the district and state level	1
Utilize data in determining areas of importance and emphasis	1
Ability to foster tight-knit smaller learning communities amongst teachers via the sharing of shared interests/problems	1
Ability to efficiently budget district monies towards district teachers	1
Producing progress folios online to reflect benchmark proficiency	1
How to align the health benchmarks to curriculum schools are using	1
Determine what rigor and relevance looks like while teaching to the benchmark	1
Effective way to better manage my time	1
PE – Elem	1
Integrating PE and Health Ed. with core subjects K-5	1
Assessment strategies	1

REQUESTED TRAINING

RTs reported that they would like updated and new HE curriculum, and more training in technology use in the classroom.

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

Requests	Frequency
Updated and new curriculum on stress management techniques, teen obesity, signs of depression, suicide and intervention/reporting	3
Technology usage (New Fitnessgram software, I-pods, Video equipment, etc.)	2
Standards-based grading, record keeping and assessments	1
High Blood Pressure/Cholesterol & Nutrition (OTC meds & foods that interfere with those issues)	1
Facilitating Skills	1
Health Education Standards implementation	1
Technology integration	1
Learn how to create and share video assessments	1
Learn how to navigate the HEAP database	1
Learn how to develop appropriate progressions for plyometric training	1
Innovative assessment ideas that are benchmark aligned	1
Portfolio to collect student assessment	1
Seeing how different schools address the 4th PE Standard	1
What does the secondary report card look like and what are the expectations of the secondary teachers	1
Lessons on teaching dance to upper elem. and secondary students	1
Grading and assessment	1
Web based courses and assessment	1
Strong Foundations	1
Curriculum mapping	1

LIFESKILLS

RTs had the opportunity to hold a LifeSkills training for teachers in their district throughout the year. The goal of LifeSkills training is to prepare teachers to effectively implement the LifeSkills curriculum, a school-based substance abuse program. The major components of the LifeSkills curriculum are drug resistance skills, personal self-management skills, and general social skills. Fourteen teachers attended LifeSkills trainings from 9 different schools in the 2007-2008 school year.

District	# of Teachers Trained	# of Schools Reached	# of Manuals/ Books Given
Central District	-	-	-
East Hawaii District	-	-	-
Honolulu District	-	2	158 Level 1
Maui District	5	2	5/30
Leeward District	-	-	-
West Hawaii District	7	3	4/80
Windward District	-	-	-
Kauai District	2	2	2/90
TOTAL	14	9	169/200

RESOURCE LIBRARY AND MATERIAL SUPPORT

RTs 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. RTs shared resources with more than 202 schools across the state. The following table summarizes the resource library usage during the 2007-2008 school year.

District	# of Resources Utilized in District	# of Schools Reached in District
Central District	100	36
East Hawaii District	42	20
Honolulu District	95	42
Maui District	50	20
Leeward District	27	19
West Hawaii District	35	18
Windward District	46	30
Kauai District	31	9
State PE	4	4
State HE	7	4
Total	437	202

PROFESSIONAL DEVELOPMENT REFLECTION FORMS

Workshop and Conference participants are asked to complete professional development reflection forms once they have implemented the material/strategy in their classroom. RTs were tasked to follow-up with participants and collect these forms. A total of 78 Professional Reflection Forms were returned during the 2007-2008 school year.

District	# Returned	Information Utilized
Central District	-	-
East Hawaii District	41	DDR, Benchmark maps, Teen stories, Pedometers, CTAR cookbook, "Too young" DVD and materials, HEAP will, Food label info, BM 6-8.3.1-personal preferences for coping, DVD – Teens and Sex in Europe, search websites, STD 101 PPT, share twist bands, Change from Coordinated School Health to Wellness; more fruits & vegetables in school nutrition program; standards based lessons shared
Honolulu District	13	Integration strategies, differentiation, Alignment of lessons to benchmarks, modification, inclusion activities, analyzing of student work, visuals, sample assessments, alignment to standards, introduction to DDR basics as a tool for cardiovascular training, sharing lessons aligned to standards, deepening knowledge of standards
Maui District	6	Tri-Fit, DDR, Indo board, Trikke equipment, curricula ideas
Leeward District	8	Positive Prevention, Indo Boards, Heart Rate Monitors, Trikkies, PE Standards, SPARK, DDR, Trikkies with curriculum, curriculum mapping
West Hawaii District	1	Analyzing student work
Windward District	4	Developmentally appropriate activities, equipment should supplement teaching appropriate curriculum, provide feedback for fitness performances
Kauai District	5	DDR Dance Pads
Total	78	

PARTNERSHIPS & COLLABORATIONS

Many HE/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 HE/PE RT listed in their year end reports. Collaboration, in-kind donation, and equipment donation were the most popular types of reported partnerships. The following is a list of the kinds of partnerships and the number of individuals and organizations the RTs worked with during this school year.

District	Collaboration	Planning Team	Special Events	In-Kind Donation	Financial Donation	Equipment Donation
Central District	23	-	6	-	-	-
East Hawaii District	27	-	-	4	-	2
Honolulu District	11	3	-	2	-	-
Maui District	35	-	2	3	-	4
Leeward District	22	4	-	-	-	6
West Hawaii District	43	-	-	11	3	-
Windward District	15	-	-	-	-	-
Kauai District	16	-	-	11	-	3
State Health	8	-	-	-	-	-
State PE	8	-	-	-	-	2

REQUESTS FROM TEACHERS IN DISTRICT

RTs reported that teachers in their district requested various equipment, HE and PE Curriculum materials, support in integrating HPE into other curriculum areas, and standards-based lessons. A complete list of requests is provided below.

Requests	Frequency
Equipment: Heart Rate Monitors and Straps, DDR, PlayStation 2 consoles (for DDR units), Fitnessgram, Trikkies, Indoboards, Balance Boards, Heart rate monitors	15
PE Curriculum/materials: Fitness for Life, SPARK, Skillastics, movement music	4
HE Curriculum: Bullying, Nutrition, Sexual Health Ed curriculum and training K-12	3
Ideas for integration of HPE into the core/other curriculum areas	2
Standards Based Lessons – HE and EI HPE	2
Ideas to make assessment of PE manageable	1
How to meet the benchmarks with easy to implement lessons	1
Observing other teachers doing standards-based lessons	1
Standards tools/ EX: benchmark maps, posters	1
Collaboration with colleagues on best practices	2
How does the new Wellness Policy affect our existing program?	1
SLC planned time - secondary ed. PE and Health Ed	2
SPARK PE Elem Training	2
Grading and assessment	2
Curriculum lessons- innovative	2
Strategies for working with challenging students-ELL, SPED, etc.- differentiation	1
Lesson ideas	1
Bullying	1
Nutrition	1
Sexuality	1
Alignment – benchmarks to assessments	1
Technology integration	1
Portable Water Cooler Drinking System	1
Portable Power System	1

Sexual Health and Responsibility Curriculum	1
Sexual Health Ed. curr. and training K-12 and nutrition lessons K-5	1
Stress, depression and suicide prevention training	1
Collegial visits	2
Additional hands on training	1
Health Resources, food pyramid, sample foods, body system charts	1
Faculty HPE In-Services	1
PE equipment – Trykkes, Geo Mats, Endo Boards	1

FACILITATORS AND BARRIERS TO SUCCESS

The most common facilitators to successful implementation of the standards include collaboration with other RTs, positive relationships with teachers and administrators, the strong desire for professional development, and teacher attendance at HPE professional development opportunities. A complete list of RT responses for is included in the table below.

FACILITATORS TO SUCCESSFUL IMPLEMENTATION OF STANDARDS BASED HE AND PE:

Facilitators	Frequency
Collaboration time with State and District RTs	7
Positive relationships with teachers and administrators/partners who share common goals	6
Strong desire/interest for professional development and teacher attendance to HPE professional development opportunities	4
Integrating Health and PE with core subjects	2
Support from Education Specialists and state HPE personnel	3
PEP Grant funding allows for PE & Health PTTs in the McKinley Complex elementaries along with equipment to support HPE lessons	1
Financial support	2
Development of the Wellness Guidelines to implement Policy 1110-6	1
Work in the class with the teacher	1
Understanding the benchmarks and determining an assessment task that matches	1
Curriculum and activities that focus on health related fitness	1
Collaboration with non-profits (including schools), State and County Agencies	2
Quality Professional development and support provided	2
Available resources to provide to teachers	1
Professional development opportunities in and out of state	1
Open sharing of lessons and assessments by teachers has enhanced, encouraged and motivated teachers efforts	1
Elementary PE Benchmarks (1.1, 1.2, 1.3) broken up by specific skills	1
Fitness for Life curriculum for secondary schools	1
Nuts and Bolts of PE Elementary PE assessment tool	1
Elementary teachers willingness to learn and implement health and PE	1
Teacher reflection forms	1

increase school visits	1
Continued follow up and support services	1
Other HHI State and District RTs, Kalani-Kaimuki, McKinley-Roosevelt RTs, CAS' Account Clerks	1
HHI Trainings	1
Financial resources our budget	1
More time to provide In-Service	1
Teachers not belling so much	1
Other teachers in the field changing the look of PE	1

Some barriers to implementation included the lack of time because schools focused on other academic areas, lack of administrator support, and the different levels schools/teachers are at in implementing standards and benchmarks. A complete list of RT responses is included in the table below.

BARRIERS TO SUCCESSFUL IMPLEMENTATION OF STANDARDS BASED HE AND PE

Barriers	Frequency
The limited amount of instructional time schools are willing to commit to HPE, in order to provide a well balanced curriculum that includes Health & Physical Education	6
Lack of Administrator support / not allowing teachers to come to HPE trainings	5
Schools and teachers are at different levels of standards and benchmark implementation (State HE)	4
Budget not being send down to district level in a timely manner (Maui)	1
Policy requiring teacher contact to be approved by school principal (windward)	1
Narrow school-level focus on teaching to Math/Language Arts tests (windward)	1
My understanding of the health benchmarks is limited (Leeward)	1
Modeling class to class has made it difficult to schedule (Leeward)	1
Fully implementing the 6 step standards process takes time (Leeward)	1
Teacher follow-through = remind remind remind (West HI)	1
Time needed to assess versus practice, activity time decisions (East HI)	1
Dedicated collaboration/SLC time amongst teachers, especially in the lower levels	1
Uninterested /overworked teachers	1
NCLB restructuring schools primarily focus on "four core" standards	1
Teachers are just beginning to understand the meaning and use of the benchmark and valid assessments	1
School in restructuring still tends to focus on the core subjects and give time to HAS prep, taking time away from PE and HE	1
Difficulty letting go of participation "grade" criteria	1
Threat of restructuring	1
PE PTTs are not PE certified	1
Increased exposure and comfort level amongst teachers	1
Guidance of district peer mentor teachers	1
Provision of funds to purchase various equipment	1

Time...not enough time to address both content areas	1
Lack of elementary schools with a PE resource person teachers are struggling to teach PE/HE	1
Secondary schools are struggling with grading. Traditional vs. Standards Based, Formative vs. Summative	1
High-stakes tests in Language Arts and Math	1
Middle school health and PE is changed from required to recommended	1
Budget arriving too late into the school year	1
No accountability for teachers	1
Teachers that still resist change	1
Elementary admin. not allocating time for in-service for HPE	1
Secondary health being dished everywhere: PE lines cut	1

SCHOOL YEAR SUCCESSES (2007-2008)

RTs reported numerous 2007-2008 school year successes. These successes are categorized into *equipment and materials*, *collaboration*, *attendance and involvement*, *opportunities and networking*, and *relationships with teachers and principals* in the table below.

Equipment, Materials and Resources
<ul style="list-style-type: none"> • Able to support schools due to additional financial support • Organization of resources • Using Indo Boards and addressing the HCPS III • Two middle schools offering physical activities (DDR for example), before school • Trifit is still being used by schools -2nd year • Creating tools for teachers that are helpful in teacher's implementation of standards based learning • Continued use of Trifit for raising awareness and efforts towards a healthier lifestyle • Ordering/purchasing of requested curriculum/equipment • Leeward District schools are getting to use resources (Indo Boards, Trikkies, HRM's) before determining to add on to their programs. With money always being short, schools in Leeward district now have a chance to try out resources before making it a permanent part of their program • Continue to support schools with resources • Able to get into more schools using innovative PE equipment such as DDR, Trikkies, Indo, HRM, Pedometers • All but one school using DDR, 3 schools trying TRIKKES and Balance Boards
Collaboration
<ul style="list-style-type: none"> • Collaborating with ESs and fellow RTs to facilitate teacher training workshops • Continued partnership and collaboration with East Hawaii complex areas • Assisting teammates in facilitating informative and engaging P.E. workshops • Collaborating with ES's and RT's to facilitate teacher training workshops • Attending and contributing to the HEAP meeting breakout discussions • Seven HPE trainings in Honolulu District schools
Attendance, Involvement and Implementation
<ul style="list-style-type: none"> • Supportive district supervisor and CAS in relationship to HPE • Seeing and hearing of all of the hard work and success that teachers are doing to implement what was taught at the workshops • Hearing the successes the teachers have had implementing new tools created to align curriculum to HCPSIII • Seeing and hearing of teacher success in the classroom • Assisted with PEP (Physical Education Program) grant implementation • Increased amount of services delivered to elementary school teachers and administrators • Improved efforts of utilizing smaller learning communities • Integration of other subject areas • Attempting to assist teachers with implementation of the Positive Prevention Curriculum • Getting all but one school in my district to participate in the Youth Risk Behavior Survey • Being invited into elem. schools that have not invited me before • Having some elem. teachers willing to teach health and PE on their own for the first time • PCNC "Stepping Up to the Challenge" -entire island- • Getting 3 schools to implement fitness gram • Seeing and hearing of teacher successes in their classrooms • Preschool Playday – we increased the amount of students participating

- Peer education youth summit – 80 students attended
- High School department meeting where all teachers participated
- Two middle schools doing post fitness gram testing
- Niihau teachers interested and learning about nutrition

Opportunities and Networking

- Networking with schools
- Professional Development I have received in various areas
- Working with Elementary staff at Hanalei School
- Working with Niihau students, parents and teachers
- More PE PTT positions at elementary level
- Networking with community resources
- Presented at the eSchool conference
- Presented to 10 Elementary Faculties on Health & Physical Education in Honolulu District
- Invited back to an elementary school for a follow-up HPE faculty in-service
- Continue to work with MS and HS departments
- Given opportunities to present at e-School Conferences, and SWD national PE conference
- Invited to present at various district and school events. School literacy nights, fitness and health fairs, principals mtgs, and athletic director mtg

Relationship with Teachers and Principals

- Balancing demands of teachers and principals
- Continue to provide faculty HPE in-services to elementary schools without PE IRAs
- Two elementary HPE faculty in-services for schools without PE IRAs
- More principals (and WH superintendent), asking for help with health and PE
- Higher interest in learning to teach health and PE – elementary teachers

FUTURE GOALS

RTs reported a variety of goals. These goals are categorized into the following groups: *provide opportunities and training, encourage and assist teachers, understand material, provide information and resources, support teachers and schools, improve involvement and fitness of students*. The table below provides detailed responses.

Provide Opportunities and Training
<ul style="list-style-type: none"> • Continue providing professional development opportunities for elementary and secondary HE teachers • Continue with my own professional development opportunities in Health Education • Provide on-going district level teacher professional development opportunities • Continue providing professional development through mandatory and voluntary workshops in best practices of teaching and implementing standards • Continue providing professional development for credit through PDERI on standards implementation, and benchmark alignment • Smaller Learning Community Training for secondary ed. PE and Health teachers • SPARK PE Saturday training • Continue providing professional development through mandatory and voluntary workshops in best practices of teaching and implementing standards • Continue providing professional development for credit through PDERI on standards implementation, and benchmark alignment • Continue seeking out current best practices through professional development by attending state, national and district conferences • Continue providing professional development opportunities for elementary and secondary health teachers • Do on island HEAP workshops – literature integration, database training • Attempt to train the PTTs to ensure quality physical education at elementary levels • Smaller Learning Community Training for secondary ed. PE and Health teachers • July 08 school-wide PE training for my biggest elementary school • Sept/Oct peer ed. training in the prevention of depression and suicide • Continue to provide faculty HPE in-services to elementary schools without PE IRAS • Increase teacher participation in attending and presenting at future Health and PE state and national conferences • Present HPE to remaining elementary schools
Understand Materials Better
<ul style="list-style-type: none"> • Start using the instructional map • Learn Fitness gram program • Roll-out skillastics • Continue my own professional development opportunities • Get a better understanding of the Wellness Policy
Provide Information and Resources
<ul style="list-style-type: none"> • Inventory all available resources • Get a better understanding of the Wellness Policy • Get the HEAP assessment database used by more teachers • Provide more updates to principals/teachers about articles of interest that pertain to physical education/health education • Purchase requested curriculum/equipment items • Share PE activities with elementary schools • Continue to support schools with resources • Expose more to Skillastic, TRIKKES and Balance Boards

Support Teachers and Schools

- Assist teachers who request in creating a Standards Based Elements classroom environment
- Assist leadership participants to create standards-based lessons and share student work and assessment at next leadership training
- Introduce myself (in-person or email) and my services to all principals and H/PE teachers
- Develop file for each school
- Assisting with Peer Ed. Training
- Develop a resource photo album with item pictures and descriptions
- Help make smooth transition for new incoming HPE RT
- Continue to support elementary schools that are starting to develop school wide HPE programs
- Get Middle and High school HPE department to agree to an articulation day
- Continue working with Niihau population
- Encourage teachers in my district to become more involved in HPE national organizations, by attending or presenting at upcoming conferences
- Continue to work with MS and HS departments

Improve Involvement and Fitness

- Find ways to get EL school teachers in my district to get their students physically active
- Spending more time in elem. schools assisting in health and PE training and getting into the schools that have never asked for help
- Somehow getting a PE teacher for my largest elem. School
- To start a PDERI class here with enough participants
- Engage more elementary classes in mileage club
- Find ways to get elementary schools in my district (Leeward) to get their students physically active
- Fitness gram implementation in all secondary schools

Other

- Successful implementation of PEP Grant for McKinley Complex schools so Year 2 & 3 get funded
- Complex articulation days for HPE teachers at minimum 2 before June
- Approved second year of PEP grant McKinley complex

Evaluation and Conclusion:

The points below summarize the findings from the RT reports and provide recommendations.

- Support Smaller Learning Communities: Continue to provide technical assistance to SLCs and facilitate collaboration across schools. Develop strong relationships and expand SLC participation to schools not yet participating.
- Follow-up with Professional Development Reflection Forms: Fifty-six reflection forms have been returned this year. RTs should continue to follow-up with workshop participants and collect these forms throughout the year.
- Continue to foster strong partnerships and collaborations: RTs were hard at work this year and developed and continued many partnerships with community organizations and collaborated with other DOE staff. West Hawaii, East Hawaii, Maui, and Central districts especially developed community partnerships.
- Continue to increase resource library usage: RTs shared resources with more than 224 schools across the state this year. RTs should continue to share resources and provide technical support to schools. Also, RTs can collect resource and equipment suggestions from teachers in their district.
- Address teacher requests: Teachers have requested various equipment items, Health and PE Curriculum materials, and requested support in integrating HPE into other curriculum areas, and standards-based lessons. .
- Address barriers to standards implementation: Some barriers to implementation include the lack of instructional time because schools focused on other academic areas, lack of administrator support, and the different levels schools/teachers are at in implementing standards and benchmarks.
- Celebrate success: Recognize facilitators to success and celebrate RTs' self-reported achievements. Most common facilitators to successful implementation of the standards include: school invitations, improved efforts of utilizing smaller learning communities, schools implementing various curriculums and new equipment items in classes, mentoring teachers, and developing school relationships and contacts in their district.
- Support goals: RTs reported a variety of goals including: holding more workshops and faculty in-services, attaining a better understanding of materials and policies, supporting teachers and schools, providing information and resources, and improving involvement and fitness of students.

Appendix A:

Criteria for H/PE Trainings

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.