



Year End School Evaluation Report 2010-11SY



Office of Public Health Studies

Healthy Hawaii Initiative Evaluation Team
August 2011

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EXECUTIVE SUMMARY

In 2000, the Hawaii Department of Health established the Healthy Hawaii Initiative (HHI) to encourage and promote environmental, policy, and system changes in communities, schools, and workplaces that support healthy lifestyles. More than ten years later, HHI's two overarching goals are still as relevant today: (1) to increase the years of healthy life for all age groups, and (2) to reduce existing health disparities in Hawaii. One component of the HHI program is a schools-based initiative that supports health education, physical education, and nutrition education (HE, PE, and NE) in schools. There are four specific HHI objectives directly related to youth and schools:

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

To achieve these objectives, the Hawaii Department of Health (DOH) partnered with the Hawaii Department of Education (DOE). Health, nutrition, and physical education curricula were developed and aligned using standards-based educational strategies. Instructional strategies and content knowledge continues to focus on increasing physical activity, improving nutrition, and decreasing obesity among students. Professional development and training is provided for public school teachers and staff who are responsible for teaching health, nutrition and PE.

This report summarizes the deliverables, project achievements, and results of the HHI Hawaii Content and Performance Standards (HCPS) during the 2010-2011 school year (SY). Seven new deliverables were created in the 2009-2010 SY to help guide the seven HHI District Resource Teachers (RTs) through the process of increasing the availability of health and PE resources and enhancing the impact associated with professional development. Beginning with the 2010-2011SY, the two State RTs agreed to implement five new deliverables. This report will outline the progress of each deliverable, focusing primarily on the seven District RT deliverables. The deliverables include District workshops, the Model Schools 2013 program, professional development educate, empower, and excel courses (PDE3 courses), an online website resource, professional learning communities (PLCs), resource lending libraries, and one in-kind statewide conference.

The majority of the deliverables were successfully completed by the RTs. The deliverable that required the largest time commitment from the RTs was the Model Schools program. By August 2010, every District RT was collaborating with at least one Model School in their District. This entailed working together on professional development trainings, creating an action plan, distributing baseline student surveys, collecting fitness data, and allowing the HHI Evaluation Team (HHIET) to observe classroom activities. The Model Schools program is a three-year project, so this effort and commitment is envisioned for the next two school years as well.

Resource teachers also devoted much of their time to planning and instructing PDE3 courses. These courses continue to be the only HHI professional development training that requires evidence of implementation, as demonstrated through student work and learning portfolios. All District and State RTs successfully conducted at least one PDE3 course during the 2010-2011SY.

The resource teachers exceeded the minimum requirements of their deliverables in several areas. All RTs were required to conduct at least one health or PE workshop in their District, yet many of the RTs chose to teach three or four workshops in their District. The RTs also volunteered to arrange large-scale training events and activities which were not included in their deliverables. Of particular note are the District Pre-School Play Days which involve setting aside many hours for planning, creating props and supplies, and logistical organization.

It is important to acknowledge the number of training events that were completed by the HHI RTs. Here is a summary of the HHI training achievements and deliverable highlights from the 2010-2011 school year:

- 18 District and State workshops, 235 participants
- 18 PDE3 courses, 187 participants
- 10 Professional learning communities, 87 participants
- 255 Additional professional development events, 726 participants
- 127 Schools reached for lending library resources
- 32 Sessions available at the state-wide HE/PE conference, 142 participants
- 9 Model school action plans completed, 1,039 student surveys collected

Providing professional development and ongoing education to teachers and staff is expected to augment instructional skills and methods. It is anticipated that over time, this will improve students' knowledge and behavior of health, nutrition, and physical activity.

Overall, the seven District RT deliverables, the five State RT deliverables, and the HE/NE/PE professional development events were effective in teaching and encouraging healthy lifestyles for youth in the school setting, which supports HHI's mission of promoting healthy lifestyles and environments.

INTRODUCTION

This annual report summarizes the Hawaii Content and Performance Standards (HCPS) deliverables that have been established for the HHI Health and PE Resource Teachers (RTs) during the 2010-2011 SY. The RTs were responsible for training and educating teachers in their region to implement the HCPS in the areas of health education and physical education.

HHI DOE personnel were responsible for assisting with curriculum development and implementation, as well as providing support for professional development, and encouraging schools to participate in school health surveys. The following is a list of DOE support staff that were essential to the HHI project during the 2010-2011 SY:

- one (1) State HHI Educational Specialist (ES)
- one (1) State Secretary I
- one (1) State Health Education Resource Teacher
- one (1) State Physical Education Resource Teacher
- and seven (7) District Health/Physical Education Resource Teachers

STATE RESOURCE TEACHERS

Physical Education: Lisa Hockenberger
Health Education: Cathy Kahooohanohano

State RTs provided expertise and guidance in their respective specialty areas of H/PE. They assisted with training and curriculum alignment, and were responsible for reviewing, revising and developing standards-based HE and PE programs, activities and lessons. They worked in collaboration with the HHI Educational Specialist and also provided technical assistance to District RTs for workshops, PDE3 courses, one-on-one training events, and as requested.

All seven of the **District RTs** were employed as HHI RTs in the previous school year, thus they were all familiar with carrying out the required deliverables. In 2009-2010 SY, Merry Nevares worked as the West Hawaii RT. It was decided that she would not continue on as a District RT and a replacement was not selected. For the upcoming 2011-2012 SY, there will be one staff change for the District RTs. Leeward RT, Jan Combs, will be returning to the classroom as a PE teacher. She will be replaced by the HIV State Resource Teacher Julianne Nakano.

District RTs were supervised by the Complex Area Superintendents (CAS), and they were responsible for instructing and organizing professional development training events with H/PE teachers in their designated District. They provided technical assistance for workshops, departmental in-services, one-on-one training events, and any other relevant activities in their District.

They also assisted in the collection of school health survey data, advocated for quality H/PE, promoted the implementation of the Wellness Guidelines, worked with schools to conduct faculty workshops, and supported the evaluation process to monitor the effectiveness of events and activities in their District.

DISTRICT RESOURCE TEACHERS

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

The HHI schools team at DOH and DOE collaborated with the University of Hawaii's **HHI Evaluation Team (HHIET)** on the development, implementation, and collection of evaluation tools for activities funded by this contract. HHIET is led by Principal Investigator Dr. Jay Maddock, and assisted by School Evaluation Coordinator, Rebekah Rodericks, and several graduate research assistants. Please see Appendix A for a full list of activities, meetings, and technical assistance provided by the HHI Evaluation Team during the 2010-2011 SY.

DELIVERABLES

In previous years, the Hawaii Content and Performance Standards deliverables have focused predominantly on professional development reach across the state. New deliverables were created for the 2009-2010 SY to promote a more structured and meaningful impact on HHI activities and trainings. The deliverables have been aligned with HHI's overall goals and objectives (for a graphic summary, refer to the logic model in Appendix B). The seven District RT deliverables including their budget are listed below.

1. Conduct a Minimum of 7 District Workshops (\$7,500 each)
2. Establish a Minimum of 8 Model School Health Programs (\$10,000 each)
3. Conduct a Minimum of 10 PDE3 Courses (\$820 each)
4. Conduct a Minimum of 10 Professional Learning Communities (\$800 each)
5. Create an Online Resource for Health Education & Physical Education Information (\$2,000)
6. Expansion of (7) State and District Health Education & Physical Education Lending Libraries (\$2,000 each)
7. Partner with an External Agency to Conduct 1 In-Kind Statewide Conference Related to Health Education and/or Physical Education

The HHI Evaluation Team assisted the RTs in monitoring the deliverables and collecting measurable data to track the completion of the deliverables. The District RTs were required to submit bi-annual progress reports to HHIET in order to provide updates on the status of their deliverables. District RTs were also accountable for gathering feedback from teachers, describing facilitators and barriers to success, and discussing future goals and recommendations for health and PE (H/PE) standards.

In addition, the District RTs assisted HHIET in the collection of surveys and sign-in sheets following any training session, workshop, or conference. This helped HHIET track the number of teachers and participants who received training, and the level of impact measured as a result of the training. HHIET then entered all of the data into their database system which stores and organizes all of the professional development training taught by the RTs since June 2008. A new database was created this year to accommodate and meet some of the specific needs of HHIET. The database has assisted in providing some of the figures produced in this report as well as additional reports that are required for DOE and DOH.

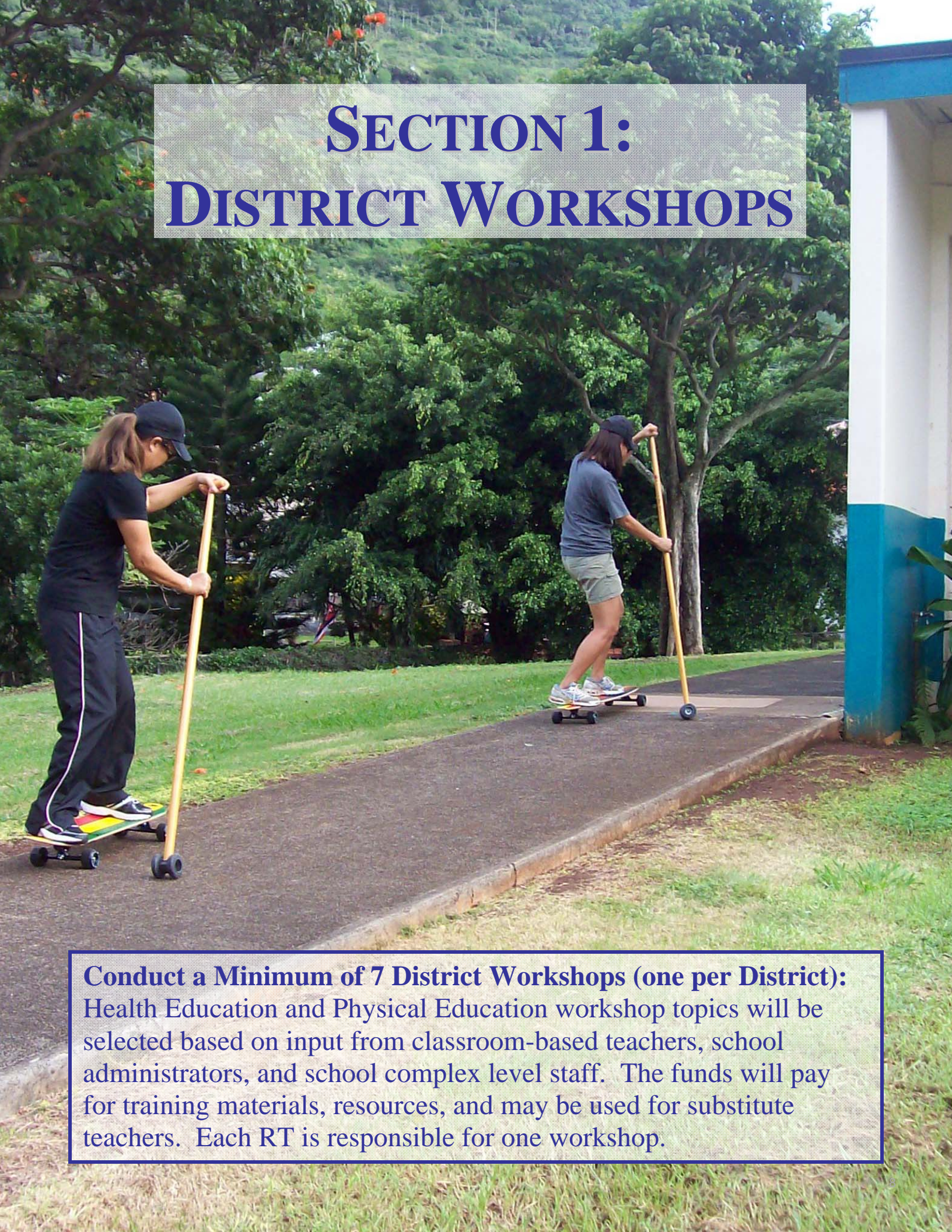
The State RTs were required to submit professional development training logs to HHIET on a bi-annual basis to document their activities, technical assistance, and time commitment. In addition to their training logs, the State RTs were also asked to complete a brief report describing the status of their five deliverables (new as of June 2010). These deliverables focused on providing

H/PE curriculum expertise and technical support. 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 2010-2011 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 RT and Susan Saka in YRBS survey collection

Both the District and State RTs were enthusiastic and committed to increasing the quantity and quality of professional development in their Districts and across the state. All of the professional development trainings were categorized into four training levels: Overview, 101, 201, and 301. Overview trainings were brief meetings that introduced the standards; 101-level trainings introduced standards-based curriculum; 201-level trainings focused on record keeping and assessment; 301-level trainings were the most advanced and required evidence of teacher and student implementation. Please refer to Appendix C for a complete description of each H/PE training level.

From this point forward, the report will describe the status and results of the HHI Hawaii Content and Performance Standards deliverables. Throughout this report, HHIET has taken care to remove any unnecessary information that identifies schools, teachers, and students.

A photograph of two individuals on a paved path, each using a long wooden pole for balance while standing on a skateboard. The person on the left is wearing a black t-shirt, black pants with a white side stripe, and a black cap. The person on the right is wearing a grey t-shirt, light-colored shorts, and a black cap. They are both leaning forward, holding the poles with both hands. The background features lush green trees and a building with a blue and white facade on the right. The title 'SECTION 1: DISTRICT WORKSHOPS' is overlaid in a semi-transparent box at the top.

SECTION 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.

DISTRICT WORKSHOPS

Each District RT was required to offer at least one Health or PE workshop in their District during the 2010-2011 school year (minimum of seven District trainings). State RTs also led and contributed to workshops, even though this was not one of their required deliverables. There were 16 District workshops and 2 State workshops. Honolulu and East Hawaii each organized four workshops throughout the school year; Leeward held three workshops; Central offered two workshops; and the remaining Districts offered one workshop.

The first workshop took place in September 2010 and the last one was held in May 2011. Of the 18 District and State workshops, 8 were held in the Fall Semester, and 10 were offered in the Spring Semester. Table 1 displays the titles of all of the District Workshops and includes the training topic, type of training (e.g. HE or PE), level of training (e.g. 101 or 201), number of participants, and notes if there were any additional RTs or colleagues who assisted with the instruction. The majority of the workshops (9) covered a range of health education topics, followed by physical education topics (7), and a combination of health and PE workshops (2). The workshops were primarily held at the overview or 101 training level, although four of the sexual assault curriculum trainings in East Hawaii were offered at the 201 training level, and Windward's workshop was held at the 201/301 level. There were a total of 235 participants that participated in the District and State workshops.

The RTs collected the following data for the workshops: registration forms, post evaluations, sign-in sheets, and reflection forms (optional). This information was used by the HHI Evaluation Team to assess attendance, the usefulness of the training, and to determine if any knowledge change was evident. HHIET prepared summary evaluation reports and feedback for at least one workshop in each District. The reports were then distributed to DOE, DOH, and the District RT who organized the training event. If the RTs provided data for more than one workshop in their District, HHIET prepared a second or third evaluation report for the RTs if time permitted and if the response rate was large enough. HHIET was unable to prepare an evaluation report for the Kauai District Workshop because Kauai did not submit any evaluation paperwork to HHIET.

Figure 1: Honolulu District workshop: trikkes and land paddling



Table 1: Overview of District workshops, 2010-2011SY

District	Training Topic	Training Type	Training Level	Assisting Instructors	Number of Participants (n=235)
Honolulu (4)	1. Socci & Geomotion*	PE	Overview	Sue Erickson and Kehau Lau (1 st three workshops) Sheila Kurosu	24
	2. Skillastics & Fitnessgram*		101		18
	3. Trikkas & Land Paddling*		101		10
	4. Quick Start Tennis*		101		16
Central (2)	5. Elementary Health and PE*	H/PE	101	Lisa Hockenberger	14
	6. Elementary Health and PE				3
Leeward (3)	7. Indian Club	PE	Overview	Russel Ogata	6
	8. My Body is Special & My Body, My Boundaries*	HE	201	None	7
	9. Quick Start Tennis*	PE	Overview/101	Sheila Kurosu	15
Windward (1)	10. Secondary PE Curriculum & Instruction*	PE	201/301	None	6
Maui (1)	11. Sexual Violence Prevention Curricula Training*	HE	101	Lance Nanod	6
East Hawaii (4)	12. Sexual Assault Curriculum	HE	201	Jennifer Mitchell Shari Laubauch	9
	13. Sexual Assault Curriculum				3
	14. Sexual Assault Curriculum *				14
	15. Sexual Assault Curriculum				9
Kauai (1)	16. Secondary Health Education	HE	101	Ann Horiuchi Lisa Hockenberger	9
State (2)	17. Addressing the Needs of Lesbian, Gay, Bi-Sexual & Transgender Youth*	HE	101	Julienne Nakano	53
	18. Addressing the Needs of Lesbian, Gay, Bi-Sexual & Transgender Youth*				13

*An evaluation report has been prepared by HHIET. The two State workshop reports have been combined into one.

PARTICIPANT BACKGROUND

The next three tables display the characteristics of the workshop participants. This information was summarized from the sign-in sheets that the RTs collected at each workshop. Table 2 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 = 103, 50.0%). Table 3 shows that counselors were the largest participant group (n=54, 24.2%), followed by PE teachers (n = 45, 20.1%). The District workshops were able to reach teachers and staff in every District across the state, although teachers in several complexes did not attend workshops. The distribution of participants by District and Complex is shown in Table 4 with Honolulu having the largest number of workshop attendees (n=56, 26.9%).

Table 2: What age level do you teach/work with?

Grade	TOTAL (n=206)	% (100)
Elementary	103	50.0
Middle	39	18.9
High	49	23.8
Multiple	15	7.3

Table 3: What content area(s) do you teach/work in?

Content Area	TOTAL (n=223)	% (100)
Counselor	54	24.2
Physical Education Teacher	45	20.1
Other Classroom Teacher	38	17
Other Non-Teacher	37	16.6
Health Teacher	20	9
Elementary School Teacher	9	4
Health and PE Teacher	7	3.1
Instructional Resource Augmentation (IRA)	7	3.1
Part-Time Teacher	3	1.3
Special Education Teacher (SPED)	3	1.3

Table 4: What District and complex do you teach/work in? (n=208)

Honolulu (56)	Central (26)	Leeward (43)	Windward (13)	West Hawaii (10)	East Hawaii (25)	Maui (22)	Kauai (13)
Farrington (11)	Aiea (1)	Campbell (8)	Castle (1)	Honokaa (3)	Hilo (10)	Baldwin (8)	Kapaa (7)
Kaimuki (14)	Leilehua (4)	Kapolei (5)	Kalaheo (1)	Kealahoe (4)	Kau (2)	Hana (0)	Kauai (4)
Kaiser (5)	Mililani (7)	Nanakuli (2)	Kahuku (6)	Kohala (0) *	Keaau (4)	Kekaulike (4)	Waimea (2)
Kalani (14)	Moanalua (6)	Pearl City (9)	Kailua (5)	Konawaena (3)	Laupahoehoe (0)	Lahaina (0)	
McKinley (4)	Radford (6)	Waianae (4)			Pahoa (5)	Lanai (2)	
Roosevelt (8)	Waialua (2)	Waipahu (15)			Waiakea (4)	Maui (8)	
						Molokai (0)	

* School complexes that did not have any District workshop participants were shaded in gray.

GENERAL WORKSHOP EVALUATION

Overall, the District Workshops were very well received. On a 5-point scale, the majority of respondents *Agreed* or *Strongly Agreed* that the workshop objectives were accomplished, the materials were useful, and the presenters were well informed (see Table 5). The HHI Evaluation Team produced workshop reports for 11 out of 18 workshops. Reports were not compiled if there was a low response rate. The results shown in Table 5 are representative of approximately 171 of the 235 participants (72.8%).

Table 5: General overall workshop comments (5 = strongly agree; 1 = strongly disagree)

Workshop Objectives	n	Mean	SD
Content/information presented will be utilized to support standards-based instruction	163	4.49	0.679
Material/curriculum distributed in the workshop will be helpful/relevant to implementation of standards-based instruction	170	4.60	0.629
Stated objectives of the workshop have been accomplished	170	4.73	0.496
Presenters were well informed	171	4.91	0.292
Intend to share this information with others that did not attend	170	4.74	0.490

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 could indicate if they were (1) Unaware, (2) Aware, (3) Knowledgeable, or (4) Proficient in each professional development area. After participating in the training, 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.

FUTURE TOPIC SUGGESTIONS

Respondents were asked to list three topic areas that they were interested in for future workshops. There were 188 recommendations for workshop topics that were grouped into 17 themes. As shown in Table 6, the most frequently requested workshop topic was “PE Skills and Activities” (n=31). Please see Appendix F for the detailed list of recommended workshop topics.

HHIET COMMENTS AND RECOMMENDATIONS

All seven District resource teachers successfully taught a workshop in their District during the 2010-2011 SY, giving this deliverable a 100% completion rate.

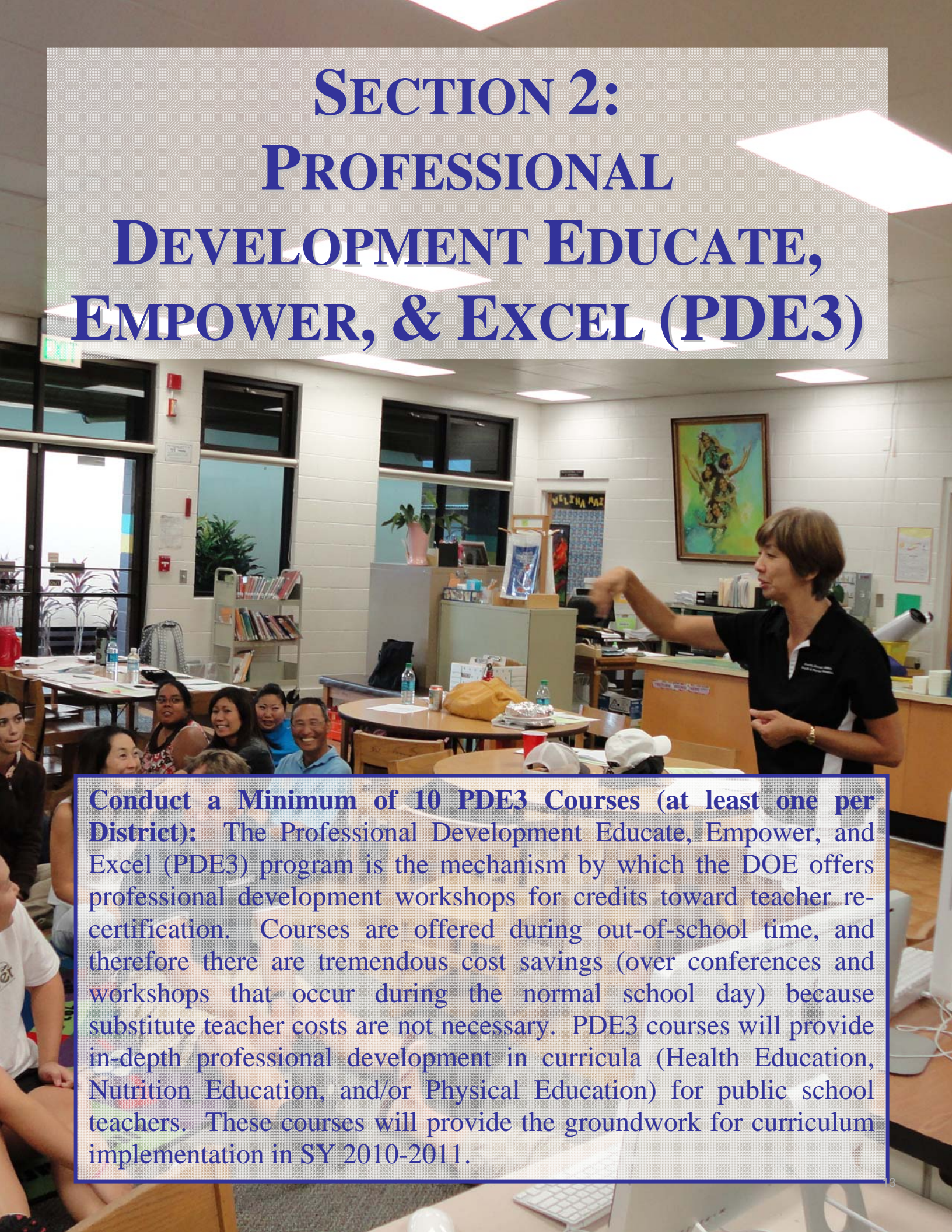
Table 6: Future workshop topics

THEMES and TOPICS	(n=188)
Specific PE Skills	31
LGBTQ Issues	20
Bullying	18
Health and Wellness	17
Curriculum Topics	15
Student Support	10
Assessments and Evaluation	10
Activities and Games	10
Violence, Abuse & Sex Education	9
Miscellaneous	8
General Physical Education	7
Standards	7
Mental Health	7
Resources/Information	6
Nutrition	5
Technology	5
Substance Abuse	3

There appears to be some uncertainty about the paperwork that is required for a District Workshop. One of the team members on the HHI Evaluation Team attended a workshop and discovered that the RT was administering the workshop survey at the start of class, when it was meant to be a post-only survey at the end of the training. The HHI Evaluation Team will reiterate the evaluation process for the RTs at the start of the next school year to ensure that all data collected is valid and useful.

HHIET has shared the complete list of future workshop suggestions with each of the RTs. It is recommended that the RTs refer to this list at the start of the 2011-12 SY to assist in selecting training topics that have been requested by previous workshop participants. In addition, the RTs should make sure to link the workshop topics with the four HHI youth-related goals. After reviewing last year’s District workshops topics (see Table 1), some of the topics, although health-related (e.g. Sexual Assault Curriculum, Sexual Violence Prevention), did not relate directly to the four HHI goals. It is recommended that the RTs discuss all of their District workshop topics in advance with the HHI ES.

SECTION 2: PROFESSIONAL DEVELOPMENT EDUCATE, EMPOWER, & EXCEL (PDE3)

A woman with short brown hair, wearing a black polo shirt, stands on the right side of the frame, gesturing with her right arm towards a group of people. She is in a room with white brick walls, large windows, and a framed picture on the wall. Several people are seated at round tables in the foreground and middle ground, looking towards the woman. The room appears to be a classroom or a meeting space with various items on the tables, including water bottles and papers.

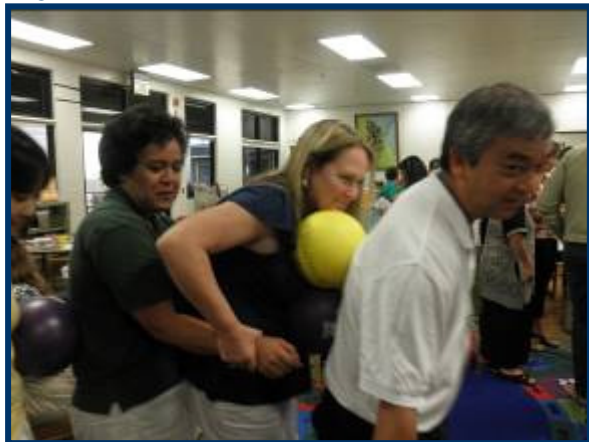
Conduct a Minimum of 10 PDE3 Courses (at least one per District): The Professional Development Educate, Empower, and Excel (PDE3) program is the mechanism by which the DOE offers professional development workshops for credits toward teacher re-certification. Courses are offered during out-of-school time, 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 in SY 2010-2011.

PROFESSIONAL DEVELOPMENT EDUCATE, EMPOWER, AND EXCEL (PDE3)

The HHI RTs, HHI ES, and supporting staff taught 18 PDE3 courses in the 2010-2011 SY. Nine courses were held in both the fall and spring semesters. PDE3 courses offer professional development training in health, nutrition, and PE for public school teachers outside of school hours. PDE3 courses require a minimum of 24 hours of contact time. The RTs provide classroom instruction, technical assistance and additional instructional support as needed. PDE3 courses require a mandatory feedback component from participants (301-level). In order to receive credit towards teacher re-certification, the participants must submit learning portfolios and complete an online evaluation. The learning portfolio should include lesson plans, assessment rubrics, examples of student work, and teacher reflections. Approximately 187 participants completed and received credit for participating in a PDE3 course during the 2010-2011 SY. Data was available for all but two of the PDE3 courses [Teaching Boundaries and Communication Skills to Prevent Sexual Abuse (State, Fall 2010) and Simultaneous Elementary Movement Forms and Secondary Health Advocacy (Kauai, Fall 2010)].

Data collected from the PDE3 courses included a 6-item pre/post evaluation, an online evaluation addressing the standards, portfolios, reflection forms (optional), and sign-in sheets. The data were then used to assess the usefulness of the training, knowledge change, implementation of the training material, and attendance. The RTs distributed pre/post evaluations to the participants at the start and end of each PDE3 course. Participants were instructed to, "Please rate your confidence in your ability to complete each of the following tasks below." Participants were asked to rate their ability on the following six tasks, where 1 = *Not at all confident*; 2 = *Somewhat confident*; 3 = *Confident*; and 4 = *Very confident*.

Figure 2: A PDE3 course in East Hawaii



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 physical education.
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.

If participants indicated *Very confident* in all six task areas, the highest possible score would be 24. Table 7 shows the average scores for each PDE3 course, and provides both the pre and post evaluation scores. In all PDE3 courses, the average post-test score was higher than the pre-test score, indicating that skill level and knowledge increased after completing the course.

Table 7: PDE3 pre/post results, 2010-11 SY

1. Central: Healthy Living!	
Dates	08/09/10 to 12/20/10
Grade Level	K-12
Content Area	Health Education
Instructor/RT	Yvette Ikari
Pre-test [mean (SD)]	Post-test [mean (SD)]
N=12	N=12
14.0 (3.7)	18.8 (3.2)

2. Maui: Teaching Children Skills for Coping With Stress	
Dates	08/17/10 to 12/28/10
Grade Level	K-12
Content Area	Health Education
Instructor/RT	Lance Nanod
Pre-test	Post-test
N=2	N=2
20.0 (1.4)	23.0 (1.4)

3. East Hawaii: HEAP & Reading Integration	
Dates	08/24/10 to 12/02/10
Grade Level	K-12
Content Area	Health Education
Instructor/RT	Eileen Wagatsuma
Pre-test	Post-test
N=4	N=3
16.3 (0.96)	19.0 (1.0)

4. East Hawaii: Strengthen and Stretch Your Students' Brains and Bodies	
Dates	08/24/10 to 12/02/10
Grade Level	K-6
Content Area	Physical Education
Instructor/RT	Eileen Wagatsuma
Pre-test	Post-test
N=23	N=22
14.6 (4.1)	21.0 (2.9)

5. Honolulu: Physical Education Integration with Action-based Learning	
Dates	08/31/10 to 12/30/10
Grade Level	K-12
Content Area	Physical Education
Instructor RT	Denise Darval-Chang
Pre-test	Post-test
N=15	N=13
14.8 (3.4)	19.9 (2.7)

6. State: Implementing a Developmentally Age Appropriate PE program	
Dates	08/17/10 to 12/28/10
Grade Level	Preschool, K-2
Content Area	Physical Education
Instructor/RT	Lolly, Sandy, Delcy (APE's*)
Pre-test	Post-test
N=24	N=24
14.1 (3.9)	21.0 (3.2)

7. State: Health Promotion to Prevent & Reduce Risk for Health Problems	
Dates	08/17/10 to 11/18/10
Grade Level	K-12
Content Area	Health Education
Instructor/RT	Cathy Kahoohanohano
Pre-test	Post-test
N=3	N=3
15.3 (3.5)	20.7 (4.2)

8. Central: Lifetime Fitness for ALL Children	
Dates	01/10/11 to 05/23/11
Grade Level	K-12
Content Area	Physical Education
Instructor/RT	Yvette Ikari
Pre-test	Post-test
N=23	N=23
15.0 (3.5)	21.0 (2.0)

9. Windward: Physical Education, Nutrition, and Wellness for Elementary Schools	
Dates	02/16/11 to 05/30/11
Grade Level	K-6
Content Area	Physical Education
Instructor/RT	Curt Okimoto
Pre-test	Post-test
N=12	N=12
15.8 (2.1)	20.9 (2.4)

11. Leeward: Coordinated Nutrition, Physical Education, and Wellness for Elem. Schools	
Dates	01/19/11 to 05/04/11
Grade Level	K-6
Content Area	Physical Education
Instructor/RT	Jan Combs/Lisa Hockenberger
Pre-test	Post-test
N=15	N=15
14.4 (2.4)	21.0 (2.7)

13. State: Active Lifestyle & Motor Skill Attainment through Special Olympics	
Dates	02/08/11 to 06/07/11
Grade Level	K-6
Content Area	Physical Education
Instructor/RT	Lolly, Sandy, Delcy (APE's*)
Pre-test	Post-test
N=9	N=9
13.3 (5.0)	19.9 (3.0)

15. State/West Hawaii: For the Health of It	
Dates	02/15/11 to 05/31/11
Grade Level	K-12
Content Area	Health Education
Instructor/RT	Lisa Hockenberger/ Eileen Wagatsuma
Pre-test	Post-test
N=2	N=2
8.50 (3.5)	12.5 (5.0)

10. Kauai: Nutrition with School Gardens Eastside/North Shore	
Dates	02/19/11 to 05/03/11
Grade Level	K-12
Content Area	Health Education
Instructor/RT	Nancy Graf
Pre-test	Post-test
N=5	N=6
14.6 (1.7)	23.4 (0.9)

12. Kauai: Nutrition with School Gardens Westside/Central	
Dates	02/19/11 to 05/02/11
Grade Level	K-12
Content Area	Health Education
Instructor/RT	Nancy Graf
Pre-test	Post-test
N=8	N=8
16.0 (1.7)	21.6 (2.5)

14. State: Health Promotion to Prevent and Reduce Risk for Health Problems	
Dates	01/13/11 to 05/26/11
Grade Level	K-6
Content Area	Health Education
Instructor/RT	Cathy Kahoohanohano
Pre-test	Post-test
N=22	N=22
14.5 (3.0)	20.8 (2.6)

16. State: Using Sexual Abuse and Dating Violence Prevention	
Dates	02/15/11 to 06/07/11
Grade Level	9-12
Content Area	Health Education
Instructor/RT	Ann Horiuchi/Jennifer Mitchell
Pre-test	Post-test
N=6	N=6
12.8 (4.4)	19.2 (3.4)

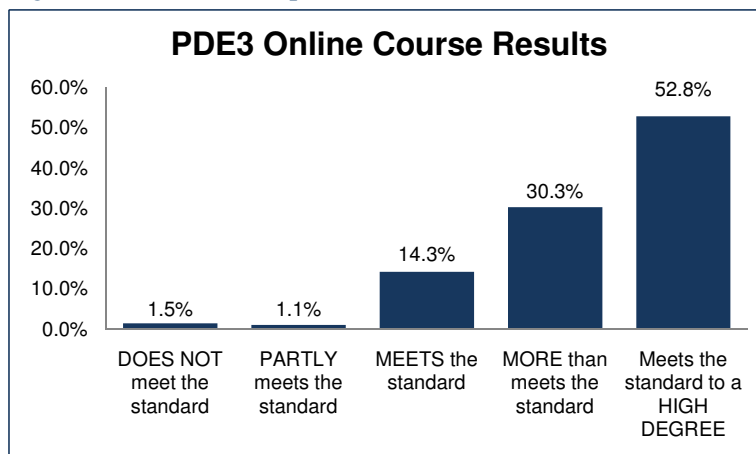
* APE's = Adapted Physical Education Resource Teachers

Table 8 illustrates how teachers perceived the educational standards after completing their PDE3 course. This table summarizes the collective results from 17 out of the 18 PDE3 courses (based on all available results). Individual PDE3 course summaries are available from HHIET upon request. Of the 126 respondents who completed the online evaluation form, 83.1% stated that the course exceeded the standard (more than met or met to a high degree), while 97.4% of respondents felt that the standards were met, more than met, or met to a high degree.

Table 8: PDE3 online survey results – Were the standards met?

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
Focuses on the Hawaii Content and Performance Standards (HCPS)	2	1	19	37	67
Focuses on the School Standard Implementation Design (SID)	2	3	24	44	53
Focuses on Student Learning, Results-Oriented	2	1	17	38	68
Appropriate Content	2	2	14	38	70
On-going and Sustained	2	2	19	38	65
Active Engagement	2	2	13	35	74
Collegial	1	3	21	41	60
Job Embedded	2	1	20	38	65
Systemic Perspective	2	1	23	41	59
Client-Focuses and Adaptive	2	1	19	40	64
Incorporates Reflection	2	0	13	35	76
Requires Learning Portfolio From Each Participant	2	0	14	33	77
TOTAL Responses (1428)	23	17	216	458	798
Percentage of TOTAL (100 %)	1.5%	1.1%	14.3%	30.3%	52.8%

Figure 3: Percent of respondents that felt the standards were met



HHIET COMMENTS, SUCCESSES/BARRIERS, AND RECOMMENDATIONS

For several of the PDE3 courses, the enrollment was very low (e.g. 2, 3, or 6 participants). The PDE3 courses involve a large time commitment from the RTs, therefore it is important to consider if this is the best use of their time if only a handful of participants register for each course.

When reviewing the pre/post test scores for the PDE3 courses, it should be pointed out that some of the course participants are starting off with a high score (e.g. Maui's pre-test). If these teachers are already knowledgeable about the standards, are the RTs reaching the teachers that truly need professional development?

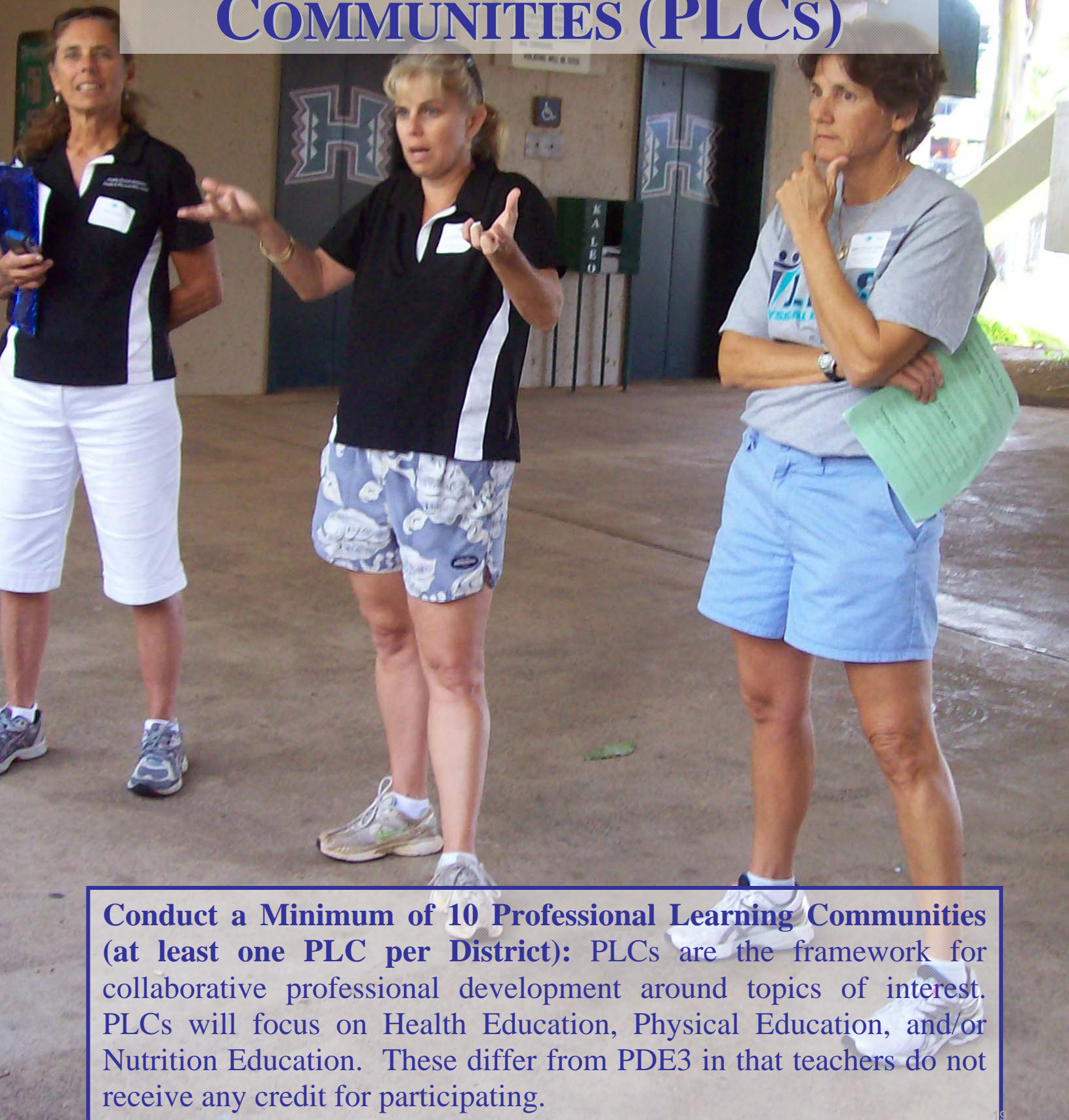
This year very few PDE3 participants submitted reflection forms describing how they incorporated the new materials and knowledge into their classroom. There were, however, participants from each course who shared open-ended comments via the online evaluation form. These comments are summarized according to PDE3 course in Appendix G.



Figure 4: East Hawaii PDE3:
Strengthen and stretch your students'
brains and bodies



SECTION 3: PROFESSIONAL LEARNING COMMUNITIES (PLCs)



Conduct a Minimum of 10 Professional Learning Communities (at least one PLC per District): PLCs are the framework for collaborative professional development around topics of interest. PLCs will focus on Health Education, Physical Education, and/or Nutrition Education. These differ from PDE3 in that teachers do not receive any credit for participating.

PROFESSIONAL LEARNING COMMUNITIES (PLCs)

Resource teachers worked with teachers and colleagues in their District to develop Professional Learning Communities (PLCs). PLC groups consisted of teachers, administrators, staff, and RTs working in partnership to improve teaching techniques, student scholarship, or a particular area of interest. These differ from PDE3 courses in that teachers do not receive credit for participation.

Last year, the RTs were required to establish two PLCs per District. This was changed to one PLC per District for the 2010-2011 SY, which was much more attainable for the RTs. All Districts successfully organized at least one PLC, and Maui and Kauai were both able to organize two PLC groups each. Some of the PLC groups met regularly over the entire school year, while others met only in the spring semester. Table 9 describes the PLC discussion topics, the time period, and the number of participants in each group. In total, 87 participants were active participants in these professional learning communities.

Table 9: Overview of professional learning communities, 2010-2011 SY

District	PLC Topic	Time Period	Participants (n= 87)
Honolulu	1. Integrating Physical Activity with the Common Core	Spring 2011	8
Central	1. National Board Certification	2010-2011 SY	6
Leeward	1. Integrating Technology, Non-Traditional PE, & Creating an Essential Question	Spring 2011	6
Maui (2)	1. Athletic Directors Council	2010-2011 SY	14
	2. Health & Reading Literacy	2010-2011 SY	12
E. Hawaii	1. Elementary Health Scope and Sequence	Spring 2011	9
Kauai (2)	1. Curriculum	2010-2011 SY	6
	2. Walking/Riding Bike to School	2010-2011 SY	10
State	1. Secondary Health Scope and Sequence	Spring 2011	7
Windward	1. PE Fair	Spring 2011	9

Figure 5: Kauai's PLC: Walking/Biking to School



COMMENTS, SUCCESSES/BARRIERS, AND RECOMMENDATIONS

Resource teachers were required to submit a brief report describing the progress of their PLC (name of participants, dates, and activities). The RTs were also asked to write general notes and comments about the PLC (see Table 10). Overall the PLCs were well received, the comments were very positive, and the groups appeared interested in continued collaboration.

Table 10: Overall notes/comments on PLC

General Comments (7)
<ul style="list-style-type: none"> ▪ The PLC is very well rounded with ideas and vision of what should look like, focus on etc...It is a very stressed group with a lot on each members plate as far as our work loads. ▪ The PLC is in its beginning states. The vision is to create a model PE program that integrates researched-based best practices, standardized assessments (Fitnessgram, PE metrics), and other content area. Hence, it was apparent that our PLC needs to include “the best” – the school curriculum coordinator, Dr. Morgan from UH-Manoa, and the Tech IRA, Jordan Higa. Our short term goals are to simply complete and implement our curriculum map and for at least 20 students to participate in the Statewide PE fair. We will also present the New PE. ▪ Our long-term goals include collecting data (i.e. assessment data) to drive instruction, for all three teachers in this PLC to become National Board Certified, and to collaborate with Campbell High School. Other goals include advocating PE by showcasing our PE to parents (i.e. present at Family nights/Open House), presenting the brain research to parents/faculty/staff, creating a Rec. Leadership program that will promote physical activity to pre-schoolers and elementary students at Keone’ula Elementary. ▪ I had the opportunity of working with many individuals that have an impact in each of the high schools within the Maui Interscholastic League. This link has given me the opportunity to have contact with all the high schools. In many schools, the Athletic Director is the administrator for the Physical Education and Health Education teachers. I can always count on the Athletic Directors when I need assistance. I also have the opportunity of meeting with all the high school principals. This PLC meets regularly and extends beyond the regular meeting times. I also have the opportunity of working with the Athletic Directors and PE teachers in different capacities. ▪ The HEAP professional learning community is very good PLC because I have the unique opportunity to connect with other colleagues throughout the nation. Most of the members are at the administrative or university level and have a passion for health and wellness. We have opportunities to share and be a part of a community that meets about twice a month to review books and discuss issues. We have great discussions and I have had the opportunity to be a part of creating assessments that other teachers will be able to use. The face to face meetings give us the opportunity to meet with the people we work with on the WebEx and meet as a community. We also have the time to go beyond the meeting times and do things together. ▪ Collaboration was priceless and became a powerful vehicle with which changes can start to be made within the school. The relationships built amongst everyone have become the support structure for this as well. Many now are able to see the bigger picture of the school and how health and physical education can these content areas can be addressed at the various grade levels.

Table 11 identifies successes, concerns, barriers, or major issues identified by the RTs regarding their PLC. Several examples of success included building relationships, as well as sharing resources, and responsibilities. Examples of limitations or barriers, included difficulties with scheduling, limited free time, and attempting to motivate other teachers to participate.

Table 11: Successes, concerns, barriers or major issues identified

Successes (12)
<ul style="list-style-type: none"> ▪ As a group we have been able to complete a lot of books this year and make it available to the member states. We have had some training on the Common Core and relate it to health. ▪ Can now see the alignment through health for the whole child. ▪ Felt like we had a voice, a contributing member. ▪ Hawaii Book collection is growing. ▪ Different environment promoted business like atmosphere – not at school. ▪ Lots of “Ahas” about each grade level and expectations. ▪ Resources shared were helpful – sources, books, etc. ▪ Therapeutic – able to see the big picture through discussions and collaboration. ▪ Built relationships among team. ▪ Connections –and shared responsibilities – helping each other. ▪ Our PLC is just beginning. Ewa Makai has only been open for a semester. Next year, I will teach grade 7/8 PE there. Gregg & I will be working during the summer so that we can start off in the best way possible. Julianne Nakano will also come to some of our meetings and plans to continue (or join) this PLC as the new HHI HPE RT. The administration and registrar has given their support by giving us a sizeable budget and Gregg & I will have the same prep period to collaborate on a weekly basis. The expectations are high and there are many “eyes” watching us! ▪ It is a successful PLC because I am able to work with all league/District Athletic Directors for all the high schools. The group has been very helpful and works together as a team to accomplish tasks. I have contact with all the high schools both public and private. I also have contact with all the high school principals. I also work with the Athletic Directors in different capacities – also as a Coach, which I have the opportunity to communicate in different settings. I have the opportunity to understand the various issues that the league must address. I also have the opportunity to work with younger grades in organizing activities and encouraging participation. I have not come across any barriers but the make-up of the group has been good with the acquisition of some new Athletic Directors. It is a professional learning community that is able to work with other individuals to complete tasks and make decisions that will have an effect on many.
Barriers (5)
<ul style="list-style-type: none"> ▪ As much as we would like to meet just for the fun of it, personal time as it is so limited, that what little personal time group members have it is difficult to get members together. I guess that is a barrier, once present it is the best and fun, but finding the time to schedule is very difficult. ▪ Having everyone meet at a scheduled time as we have people from all over the nation – also adjusting to daylight savings time. Working on and completing books that are already within the HEAP of Books. Making sure that the books we are reviewing can be found in other areas throughout the United States. Informational Text is the big focus as it relates to the Common Core. Working on creating a template for Informational Text. The difficulty of keeping the text up to date as information such as statistics changes over time. ▪ Secondary feedback was not helpful. ▪ Not sure about how to inspire and motivate the rest of the teachers. ▪ Being aware of the possibility of the PE and Health being eliminated.

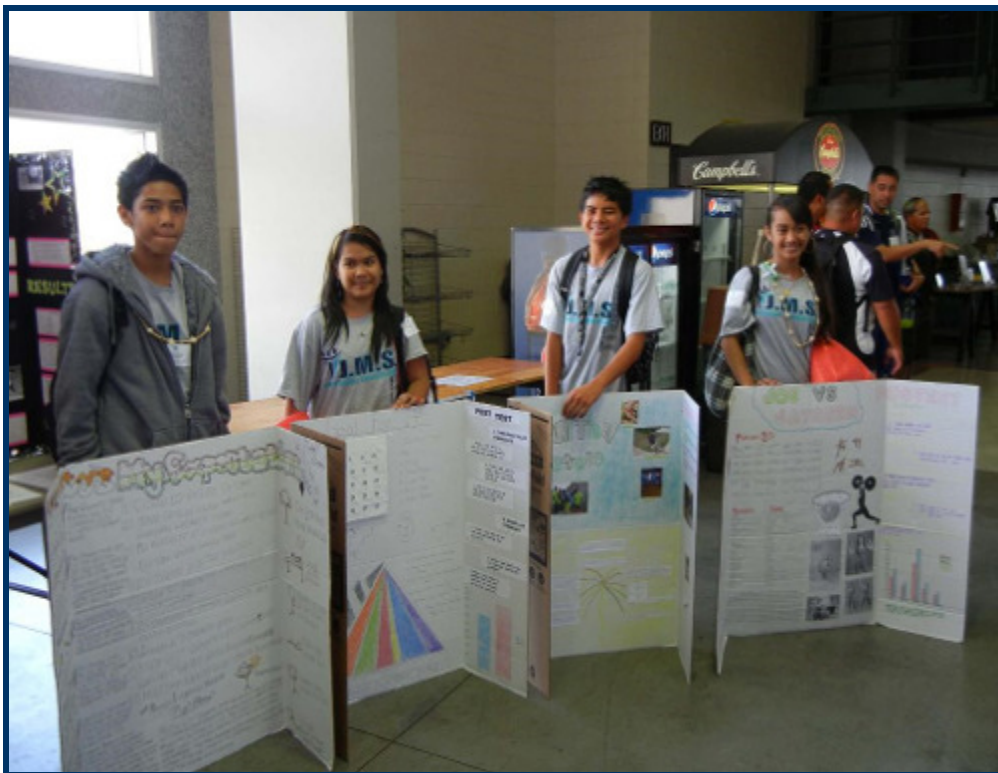
HHIET COMMENTS AND RECOMMENDATIONS

In the 2009-10 SY, there were 106 PLC members. This was preceded by 265 PLC members in the 2008-09 SY. In the 2010-2011 SY, there were 87 active PLC participants. It is likely that the number of participants has decreased over the last two years as a result of adding PDE3 courses, District workshops, and Model Schools to the list of deliverables. Furthermore, PLCs were also reduced from two groups to one group in each District. With no credit being received for participation, it was very challenging to persuade teachers to join PLC groups.

Compared to the other deliverables and obligations, PLCs appear to be lower in priority for the RTs. This may be due, in part, to the lack of clarity about the goals and expected outcomes for this deliverable. Several of the RTs were uncertain if their PLC group met the qualifications of a professional learning community. With this in mind, the following are suggestions and questions that pertain to this deliverable:

- What are the specific goals of the PLC groups? What is the expected impact of the PLCs? Is it worthwhile to continue this deliverable next year?
- There has been discussion about broadening the definition and criteria of PLCs to incorporate teleconferencing or web-conferencing to increase participation. This should be confirmed at the start of the next school year. Having an online alternative may improve the accessibility and appeal of the PLC.
- Can individual Districts combine and organize PLCs collectively?
- It is recommended that the HHI ES confirm the selected PLC topics with the RTs by the end of the first semester. This may avoid any uncertainties about their PLC topic later in the school year.

Figure 6: Windward's PLC: PE fair projects



SECTION 4:

ONLINE RESOURCE FOR HEALTH AND PHYSICAL EDUCATION

[HOME](#) [HEALTH EDUCATION](#) [PHYSICAL EDUCATION](#) [HIV PREVENTION](#)

Physical Education

"Physical exercise is not merely necessary to the health and development of the body, but to balance and correct intellectual pursuits as well. The mere athlete is brutal and philistine, the mere intellectual unstable and spiritless. The right education must tune the strings of the body and mind to perfect spiritual harmony." - Plato

The goal of Physical Education is to empower students to actualize a vision of themselves as competent movers with skills, knowledge and desire to become life-long participants in physical activities. The emphasis will be placed on providing the experiences required to develop physically educated young people.

Physical Education

Search

Search

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. Materials from past professional trainings shall be included. 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.

[Home](#) [Health Education](#) [Physical Education](#) [HIV Prevention](#)

Site updated July 26, 2010

ONLINE RESOURCE FOR HEALTH AND PHYSICAL EDUCATION

The development of the Healthy Keiki Healthy Hawaii website was initiated in 2009. It is accessible at the following URL: <http://www.bkrdco.com/hpe> (not officially launched yet).

The RTs established a website committee in August 2010. The committee consists of three RTs: Yvette Ikari, Cathy Kahooohanohano and Jan Combs. This deliverable proved to be challenging for the RTs as they were unsure of the best way to proceed with the logistics of creating the website. An independent website developer was contracted outside of Hawaii to help complete this project during the 2009-2010 SY. Since then, this deliverable has generally remained at a standstill (the site was last updated on July 28, 2010). The responsibility of moving forward with this deliverable has been passed along to the website committee. The committee has contacted the website developer via email several times, but the RTs do not possess the technological knowledge needed to help complete this online resource (the RTs lack of technological experience is not viewed as a shortcoming, but as a limitation in meeting this deliverable).

In the meantime, the RTs have been responsible for gathering health, nutrition, and PE resources that can be included on the website once it is developed. The State RTs have been continuously collecting resources to fulfill their stated deliverable 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.

HHIET COMMENTS AND RECOMMENDATIONS

Unlike the other deliverables, the online resource is the least familiar activity for the RTs. The following are recommendations from HHIET pertaining to this deliverable.

- After completing two full school years, no definitive progress or growth has been achieved with this deliverable. The responsibility of this assignment has been shifted on three individual committee members with no IT experience. As none of the RTs have knowledge with website development, an outside contractor is required to complete this task. The current contractor appears unable to assist with completing this website, so it is strongly recommended that if this website is to remain a required deliverable, a new website developer (preferably in Hawaii) should be hired immediately.
- Alternatively, if a new website developer is not hired, the RTs should explore the possibility of connecting and linking to a website on the DOH or DOE server.
- Although the RTs have stated that they are continuously collecting resources to add to this website, no one has been accountable for compiling these resources at this point. It is recommended that one central folder be created to store all applicable health, nutrition, and PE resources. Once the framework for this website has been built, this would allow the content and resources to be incorporated in a timely manner. Also working on the website in smaller steps may serve as an encouragement to produce more concrete progress with this deliverable.
- Lastly, considering there have been difficulties with this online resource for the past two years, it is worth re-examining what impact is expected from this deliverable. Are there other resources and websites that are already available for teachers to use? How will this resource differ? Would time and money be better spent on other deliverables?

SECTION 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.

LENDING LIBRARIES

As a part of the lending library deliverable, resource teachers were responsible for compiling an inventory of materials, resources, and equipment available for use in their District. Five out of the seven District RTs submitted an inventory list of equipment and resources that were available in their District. All seven of the RTs kept an annual log of equipment and items that were borrowed by H/PE teachers. Table 12 shows the number and percent of schools in each District that utilized the lending library materials and resources over the course of the school year. The *number of schools reached* was indicated by the unique number of schools (counted only once) that requested items for their school. The RTs shared resources with more than **127 schools** across the state. The *number of site visits RTs made to distribute resources* is also provided in Table 12. Collectively, the District RTs made **310 site visits** to distribute health and PE equipment, which indicates that several of the same schools borrowed items more than once.

HHIET organized the H/PE lending library inventories according to District and then categorized them into four main groups (PE, HE, Technology, and Miscellaneous resources; see Table 13). All of the categories have been divided into the sub-headings of *curriculum* and *equipment* to help differentiate between the types of items being used. A total of **7,973 resources** were reported from all five of the District inventories provided (Table 13). Resources were tallied individually so that 10 basketballs would be counted as 10 PE equipment items and not 1 overall equipment item of basketballs.

PE Curriculum resources include books and training materials that are related to physical activity, fitness, and sports. **PE Equipment** includes a wide range of items such as trikkies, geo mats, soccer balls, cones, and hula hoops. The category of PE Resources as a whole comprised the largest source of overall resources with **74.6% (5,947)** of the total inventory. **HE Curriculum** resources include books and resources related to health and wellness. **HE Equipment** consists of any props, visual displays or games used for HE.

The category of **Technology Curriculum** refers to technology related materials that assist in the instruction of HE and PE (e.g. CDs, DVDs, guidebooks, fitnessgram software). Items included in the **Technology Equipment** category generally consist of heart rate monitors, Wii, and pedometers. The category of **Miscellaneous Resources** refers to various items unrelated to Technology, PE, or HE (e.g. AA batteries or books focusing on general education rather than H/PE.)

Figure 7: Health resources and posters



Table 14 summarizes the usage of the resource library during the 2010-2011 school year. In almost every District, PE materials were shared more frequently than HE or Technology materials with a total of **3,715 PE items** being used throughout the school year. When including all PE, HE, and Technology resources, a total of **5,107 materials** were actively used by all of the schools.

Table 12: Schools utilizing lending library materials, 2010-11 SY

Districts	# and % of schools reached	# of site visits RTs made to distribute resources
Central	20 (47.6)	51
Leeward	22 (52.4)	38
Maui	10 (33.3)	17
East Hawaii	4 (26.6)	5
Honolulu	43 (81.1)	86
Kauai	10 (62.5)	71
Windward	18 (60.0)	42
TOTAL	127	310

Figure 8: Using stability balls instead of chairs



Table 13: HE/PE inventory of library resources and materials, 2010-11 SY

Resources	Central	Leeward	Maui	E. Hawaii	Honolulu	TOTAL
PE Curriculum	11	17	81	75	185	369
PE Equipment	1,623	1,272	472	0	2,211	5,578
TOTAL PE	1,634	1,289	553	75	2,396	5,947
HE Curriculum	0	0	485	60	198	743
HE Equipment	0	0	2	0	118	120
TOTAL HE	0	0	487	60	316	863
Technology Curriculum	0	5	25	16	0	46
Technology Equipment	130	508	38	14	421	1,111
TOTAL Technology	130	513	63	30	421	1,157
TOTAL Miscellaneous	0	0	6	0	0	6
GRAND TOTAL of Resources	1,764	1,802	1,109	165	3,133	7,973

Table 14: Check-in/check-out log of library resources and materials, 2010-11 SY

Resources	Central	Leeward	Maui	E.Hawaii	Honolulu	Kauai	Windward	TOTAL
PE Curriculum	8	45	4	0	14	30	59	160
PE Equipment	226	1,383	174	0	922	677	173	3,555
TOTAL PE	234	1,428	178	0	936	707	232	3,715
HE Curriculum	20	0	2	9	23	12	9	75
HE Equipment	36	0	1	0	6	0	0	43
TOTAL HE	56	0	3	9	29	12	9	118
Technology Curriculum	0	3	0	2	2	0	0	7
Technology Equipment	81	639	10	0	470	3	64	1,267
TOTAL Technology	81	642	10	2	472	3	64	1,274
GRAND TOTAL of Resources	371	2,070	191	11	1,437	722	305	5,107

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 15 and are divided into three themes: (1) Major Issues and/or Concerns, (2) Successes, and (3) General Comments. Although the RTs felt that the resources were being utilized, several barriers were also identified. Some of the RTs described the difficulty of transporting equipment to and from schools, as well as the repair and maintenance associated with PE equipment, particularly trikkes.

“Children love looking at the “fat tubes” and also handling the samples of 1 lb. of fat and 1 lb. of muscle.”

- *K-5 Health and Wellness PT teacher*

“I used the Geomats to engage the students and to have them practice their skills. It was helpful in integrating PE with math, art (colors), and health.”

- *1st Grade Teacher*

“The tanita scale was used during our fitnessgram assessments to find each student’s weight and body fat %. The kids were eager to check their weight and they were also amazed at how much muscle and water they need in their body.”

- *6th and 7th Grade PE/Health Teacher*

“We borrowed a Wii game system, Dance Dance Revolution mats and game, and Just Dance II game. While the children played the games, we helped them to develop the vocabulary and strategies to cope with stress. We found the games extremely helpful because the students loved them and were completely engaged in them. This created a vivid first-person example which illustrated for the students how they could use “mindfulness” and “flow experiences” to manage their stress. It also had the unexpected benefit of creating a positive social environment and shared sense of community which led to improved peer relationships.”

- *Elementary PSAP/Counseling Department*

Figure 9: Maui RT, Lance, helping with archery equipment at Kalama Intermediate



Figure 10: Storage of trikke equipment



Table 15: Successes, concerns, barriers or major issues identified (n = 24)

Major Issues and/or Concerns (13)
<ul style="list-style-type: none"> ▪ Repair and maintenance of the Trikkies and heart rate monitors are expensive! I personally don't think that the Trikkies are worth the cost of frequent R&M. ▪ All Heart Rate Monitors, except for the E600, are in need of repair and maintenance due to normal and frequent usage. They haven't been serviced since being purchased. I think they were purchased in 2003! So many are not working well and some are broken. ▪ Trikkies are not usable at this time (as of May 2011) because they are in need of major repairs and replacement parts. Bike Werx in Mililani has the Trikkies and helmets and are waiting for payment to proceed with repairs. PO's were made to order replacement parts and to Bike Werx to do the repair and maintenance of the Trikkies and helmets. The CK (Campbell/Kapolei Office) is holding the PO's till July. If the governor allows the purchases to be made, then the PO's will be processed. ▪ Trikkies – need to purchase tires. Indo boards – well used. ▪ Repair and maintenance for the Trikkies is expensive, so I haven't repaired them in the year 2010. ▪ Trikkies are not moving as well as they should. That's okay because a couple of schools are using them regularly and they are a hassle to move. They don't fold up easily, so I've given up on that. Thank goodness I have a truck. ▪ Indo Boards also not being used as much as they should. That all has to do with teacher curriculum and their choices of what they want to cover. ▪ Leeward needs to increase adaptive PE equipment ▪ There are Health speakers in the community but more opportunities available on Oahu. ▪ Servicing Lanai and Molokai are issues the District must deal with. ▪ Schools are nervous to use stand-up boards due to liability so they are moving slowly through the District. ▪ Tri island District – sharing some of the larger items such as Indo boards, Trikkies, and GEO mats would not be possible.
Successes (7)
<ul style="list-style-type: none"> ▪ YMCA has the PEP Grant – servicing 4 elementary schools/4 new schools each year of the 3 year grant. They are providing equipment and students are receiving some PE although it is not on a daily basis. ▪ Props for Pre-School Playday were a hit, but some of the props were not made to be sustainable, so may get a few more times of use out of them. ▪ Land Stand-Up Paddle Boards work well with middle and one high school. ▪ Indo Boards moving into more curriculum. ▪ Trikkies were serviced so now all are running with new wheels. ▪ PDE3 and having Sexuality and SATC trainings on the island have made teachers aware of the MDO lending library. ▪ I have some teachers that continue to use the HPE resource library. The Indo boards are a very good activity – I am looking into purchasing more boards, rollers, and cushions – provided we have funding. I would like to extend the lending to the elementary schools. In the past I have not had much request from elementary schools. This is an area where I would like to expand and encourage more physical activity/education in the elementary schools. If I can encourage teachers from all grade level to take my PDE3 courses, the teachers would be more apt to utilize the various equipment I have available.
General Comments (4)
<ul style="list-style-type: none"> ▪ Leeward District PE lending library is at Ewa Makai Middle School (EMMS). A separate storage room has been designated for LDO PE equipment only. ▪ Health education in the elementary level is an area where more teachers need training and teachers need to have actual lessons as recommended by the Wellness Guidelines. ▪ There are other PO's that are waiting to be processed because Governor Abercrombie's order for all Hawaii State Offices to not make purchases. PO's that were made to add to the lending library include: pedometers, SPARK curriculum sets (for ages 3-5, grades K-2, and grades 3-6), more adaptive PE equipment and supplies such as successballs, and roller racers for Pre-School Play Day), and geocaching class set.

HHIET COMMENTS AND RECOMMENDATIONS

During the 2010-2011 SY, **127 schools and teachers** borrowed H/PE resources from District RTs (see Table 16). The overall number of inventory resources reported across all Districts was 7,973 items. A total of **5,107 resources** were borrowed by various teachers and schools as recorded on the District check-in/check-out logs. The number of schools reached, the number of resources in the inventory, and the number of resources utilized, all increased from the 2009-2010 SY. Is the goal to increase the usage of resources each year, or simply to make the resources available for teachers to borrow?

Table 16: 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

It is possible that the total number of resources is under-reported for several reasons. Firstly, although the inventory list should include every available H/PE resource in that District, resources that were listed in the log, were sometimes not found on the inventory list. Technically, every item listed in the log, should be included on the inventory list. Furthermore, a comparison across Districts shows inconsistent reporting. For example, Leeward has reported having zero health curriculum/equipment resources, and Maui, East Hawaii, and Windward have very few health resources. Is this accurate? If so, should they purchase new equipment/resources to expand their library? Another reason the numbers are likely to be underestimated is because HHIET had a difficult time deciphering the quantities of available equipment. Many times the RTs would state that a particular item was available as a set (e.g. set of cones, or a set of Styrofoam balls in a mesh bag), but they never specified how many items were included in that set. HHIET was forced to count the set as 1 item (to avoid overestimating), while other Districts may have actually specified a mesh bag of 12 styrofoam balls, which HHIET then counted as 12 items. For next year, HHIET requests that the RTs specify how many items are in a set to keep the numbers consistent with all Districts.



Basketball scooters



Dance Dance Revolution



Equipment Cart

One RT submitted a photocopy of their inventory and log written out by hand. It was very time-consuming to identify the handwritten items; therefore, HHIET would like to ask that all future logs and inventories be submitted in typed format rather than by hand. RTs may continue tracking their logs by hand if they prefer, but at the end of the school year, the lending library logs and inventories need to be typed to ensure legibility and accuracy.

Last year, HHIET recommended that the District RTs consider distributing their inventory list to H/PE teachers in their District at the start of the school year. Although this method was not enforced last year, it may be useful for teachers to know what materials can be borrowed. One RT also discussed the possibility of compiling a PowerPoint presentation with photos of resources that are available to be borrowed, and then distributing the slides to teachers in their District. HHIET fully supports and encourages this idea, and recommends that the RTs follow through on sharing their inventory lists, even if they do not have time to prepare a PowerPoint presentation. This will assist in promoting the functionality of the lending library.

The Honolulu District RT distributed reflection forms to teachers who borrowed items from the Honolulu Lending Library. The reflection forms asked teachers to explain how the resources were used in their classroom. HHIET found it interesting to hear how the materials were being used from the perspective of the teachers. While these reflection forms are optional, only Honolulu seems to be collecting these reflection forms. Should the other Districts collect this information as well? Is it useful to the RTs or DOE?

Figure 11: HHI Honolulu District PE resource teacher Denise Darval-Chang

“With the hula hoops we learned balance and inertia. First teaching the children how to hula hoop with different parts of the body (torso, waist, arms, legs). We happened to be studying inertia in science – this was science outside the classroom.”

– 4th Grade General Education Teacher



“I wouldn’t be able to do all the wonderful things we do without the use of all the equipment from Denise Darval-Chang.”

– Middle school PE Teacher

SECTION 6: IN-KIND STATEWIDE 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.

IN-KIND STATEWIDE CONFERENCE



The theme of this year's State Health and Physical Education Conference was *Waves of Opportunity*. The day-long event was hosted by the Hawaii Association for Health, Physical Education, Recreation, and Dance (HAHPERD) on Thursday May 5th at the Stan Sheriff Center at the University of Hawaii-Manoa. HAHPERD collaborated with many partners including: DOE's HHI team, American Heart Association, Keiki Great Aloha Run, Lifemax, Omnikin, SoulTrex, The State Nutrition and Physical Activity Coalition (NPAC), United States Tennis Association (USTA) Hawaii Pacific Section, UH Manoa, and Vitamin Water by Glaceau.



The overall role of the RTs was to provide in-kind assistance to HAHPERD. This deliverable does not define any additional requirements, but the RTs were dedicated in contributing their time and effort to planning this conference. Prior to the conference, RTs spent many hours preparing conference packets for participants (which included the agenda, list of partners, conference evaluation, certificate of participation, map of session locations, team challenge information, information on the keynote speaker, and various handouts, brochures and flyers). They also invited colleagues to attend the event and encouraged students in their Districts to enter the PE Poster contest.



During the conference itself, the RTs played an important role in assisting with the logistics of the entire day. They arrived early to help set up tables, chairs, and materials; they rotated shifts working at the registration table; and they stayed after the event finished to clean up the Stan Sheriff Center. In addition to all of these duties, several of the RTs also taught sessions throughout the day. Table 17 shows the list of RTs and/or model school teachers that were directly involved in the conference presentations and demonstrations.



Table 17: Sessions presented by RTs and/or model school teachers

Session Title	RTs and/or Instructors
1. Increase Student Success & Teacher Satisfaction: Effective Management Strategies for PE	Jan Combs Co-Presenter: Chuck Morgan
2. Geocaching and Scavenger Hunting for Physical and Cross Disciplinary Education	Lisa Hockenberger. Co-Presenters: Nancy Graf, Denise Darval-Chang
3. Disc Golf	Curt Okimoto
4. Got Skills? Saying “No” to Bullying and “Yes” to Emotional Health	Cathy Kahooohanohano
5. Interactive Sexual Health Education Activities in the 21 st Century	Julienne Nakano Co-Presenter: Amber McKinley
6. Indoboard: Beginner to Advanced	Leighton Nakamoto (Kalama) Co-Presenter: Mark Makimoto
7. The New PE “Fun and Games with the Big Blue Ball”	Gloria Ilagan (Kealakehe) Co-Presenters: Duke Hartfield

The agenda for the conference included a welcome/keynote presentation, three sessions (one-hour each), a working lunch, exhibitor demonstrations, student poster competition, and a team challenge (blind football throw and team stacking contest) at the end of the day. The keynote speaker was Jane Panicucci, Vice President of Project Adventure, Inc. and Author of Adventure Play and Adventure Curricula for Physical Education. She is the leading expert on the integration of adventure into Physical Education programs and schools. Jane gave an interactive keynote address on the role of Adventure in fitness education, academics, and social and emotional development. In addition to giving the keynote speech, Jane also taught two sessions throughout the day.

1. Achieving Fitness: An Adventure Approach to Teaching Fitness (two-hours)
2. Creating Healthy Habits: An Adventure Approach to Teaching Health and Wellness

Figure 12: Opening keynote presentation



Conference participants could attend 3 out of 32 sessions. Of these, 23 sessions were related to PE, and 9 were related to health and nutrition. Table 18 displays the titles of all of the sessions, and has been organized into the themes of PE, HE and NE. The most widely available session topics were related to PE Skills and Activities (n=16). A description of each course can be found in Appendix H.

Table 18: Session titles by theme (n=32)

Titles Relating to PE Skills and Activities (16)	
▪	Indoboard: Beginner to Advanced
▪	The New PE “Fun and Games with the Big Blue Ball”
▪	Flowing Into Fitness with Yoga
▪	National Archery in the Schools Program: Improving Life’s Quality
▪	Physical Education Crossfit Workout
▪	Swing Across the Hemisphere with Indian Clubs
▪	Geocaching and Scavenger Hunting for Physical and Cross Disciplinary Education
▪	Small Ball – Functional Fitness
▪	ZumbaAtomics 1
▪	ZumbaAtomics 2
▪	Disc Golf
▪	Yoga Education: Yoga Tools for Classroom Educators
▪	Golf for Everyone! Have fun with the latest technology
▪	Effective Technique and Programs for Bodyweight
▪	They are the Future: Teach Them to Lead Through Social and Popular Dance
▪	Mighty Milers – Nationally-Funded run/walk program
Titles Relating to PE Curriculum, Teaching Strategies, and Management Techniques (7)	
▪	Using Portfolios in Physical Education
▪	Enhancing Physical Education through the Elective Recreational Leadership
▪	Achieving Fitness: An Adventure Approach to Teaching Fitness
▪	S’cool Moves: Improving Physical and Academic Fitness
▪	Body Composition Analysis
▪	Increase Student Success & Teacher Satisfaction: Effective Management Strategies for PE
▪	Including Hawaiian Culture in Our Physical Education Curriculum
Titles Relating to Sexual Health Education (6)	
▪	Sexual Violence Prevention: Resources for Elementary Students and School Staff
▪	Abstinence, Condoms, and Pills, Oh My!
▪	Pono Choices: Promising Practices for Middle School Teen Pregnancy and STI Prevention Curriculum
▪	I’m Askable: How to be an ‘Askable’ Adult
▪	Thinking About Abstinence
▪	Interactive Sexual Health Education Activities in the 21st Century
Titles Relating to Bullying and Emotional Health (1)	
▪	Got Skills? Saying “No” to Bullying and “Yes” to Emotional Health
Titles Relating to Nutrition (1)	
▪	“Lunch Bunch” A Wellness Education Group for Elementary School Students
Titles Relating to Health and Wellness (1)	
▪	Creating Healthy Habits: An Adventure Approach to Teaching Health and Wellness

An overview of the employment status for conference participants is shown in Table 19. The majority of attendees were public school teachers (n=87, 61.3%). The next largest participant group was private school teachers (n=23, 16.2%). Participants also included staff and/or students at the University level, State DOE employees, as well as recreation leaders (e.g. YMCA staff).

Table 19: Employment status of the 2011 conference participants (n=142)

Area of Work	n	%
Public School	87	61.3
Private School	23	16.2
State/DOE/RTs	11	7.7
Other	8	5.6
University	7	4.9
Recreation	6	4.2
TOTAL	142	100

Overall Workshop Evaluation

HAHPERD elected to be responsible for evaluating the conference. Forty-one individuals submitted conference surveys (28.9%). Table 20 shows that the overall evaluation of the conference was very positive. On a 5-point scale, the majority of the respondents rated the content of the presentation, the organization, and the quality of the conference as *Excellent* or *Good*.

Table 20. General overall workshop comments
5 = *Excellent*; 1 = *Very Poor*

Overall Workshop Evaluation	Mean	SD
Overall content of the presentation (n=41)	4.54	0.552
Overall organization (n=39)	4.56	0.552
Overall quality (n=40)	4.53	0.554

When asked about the most important thing learned at the conference and how it will be applied in the classroom, the most frequent responses included specific PE skills, body conditioning and classroom strategies (see Table 21). Jane Panicucci (the keynote) was also highly praised as well.

Table 21. What is the most important thing you learned and how will you apply?

Specific PE activities (10)
<ul style="list-style-type: none"> Yoga. The breath is very important to calm the mind & center self. I will try to implement it in my classes at the beginning before instruction. Zumbatomics Elem & High School How to incorporate a simple ball into many & various fitness activities. The Mighty Milers Web-site Possibly start a running program Small ball functional fitness by Michele Shiffl Yoga- look forward to creating a partnership with Brynne to bring yoga to our school Zumba Hawaiian Game 'Alo da' How dance affects students lives other than academically
Body Conditioning (8)

- Background on crossfit training. Incorporate it in my weight training curriculum
- CrossFit exercises (2)- students can take ownership & create by applying basic skills
- Fitness workouts in body conditioning classes; cross fit & body weight exercises
- I learned that sit-ups are not the best way to workout abdominals. Instead of sit-ups. I will ask my students to use the plank and other exercises I learned at the conference to strengthen their core muscles.
- Different ways of getting fit
- New techniques for my weight class
- Body-weight exercises; simple & effective

Classroom strategies (7)

- I've learned the importance of having to bring my classroom envt to a more interactive and hands-on one
- Recreation leadership – on how to use TA's in your class
- Different things to incorporate in the classes
- Emphasize importance in classroom to students and faculty
- When we teach safe, free, play, also teach how to be... stretch zone
- The value and impact teachers have on students
- Structure to the classroom. Implement it at the beginning of the school year so students know expectations

Keynote Speaker Jane Panicucci (7)

- Creating healthy habits from Jane Panicucci. I will use them in my PE Class. She did a lot of hands-on. I will also share it with my colleagues.
- Jane Panicucci's lessons! Emphasize her rules: be here, be safe, be honest. Let's move – let's go
- Keynote speaker Jane Panicucci's discussion on creating a safe learning environment
- Jane Panicucci's key note speaker – importance of safe environment and brain development
- The guest speaker and her break out session
- Choice games with keynote speaker
- I can use the many activities that I learned from Jane Panicucci in her two-hour session

Making PE and HE fun (6)

- How to incorporate fun & excitement into Health lessons
- Play is important for EVERYONE
- Make fitness fun and children will want to do it
- Play is important in physical education
- Adventure games that relate to health and wellness
- Make movement & PE fun & challenging for a variety of abilities

Miscellaneous comments (6)

- Everything was good
- Many activities help with understanding how to do non-threatening activities but create activities
- Can use all 3 activities [3 sessions]
- I enjoyed the signs on the wall
- Julianne Nakano & M.P. DU. JH N M Holly M. Manaseri did an awesome, inspiration job
- Self-efficacy; We need to teach people to see their strong points

General Fitness and Movement (4)

- APE [adapted physical education] – the different movement you can do using rhythm
- PE activities that I can implement
- Fitness & Focus and how they use mental energy
- Great fitness-based workshops that I will use with my kids instantly

Health and Wellness (2)

- Pono program (from the Office of Adolescent Health) – will be coming down the pike!
- What is wellness and how it can be enhanced in our school

Conference attendees were asked what three topics they would like to learn more about at future HAHPERD conferences. Table 22 shows that there were 65 recommendations from participants. These suggestions have been organized into nine overall themes. The most frequently requested topic was specific PE games/lessons/activities, followed by curriculum and planning strategies. Please refer to Appendix I for a complete list of topic suggestions and constructive comments that were shared by survey respondents.

Table 22: Future session topics

THEMES and TOPICS	(n=65)
Specific PE Games, Lessons, & Activities	16
Curriculum and Planning	10
Health and Nutrition	9
Assessment and Data Collection	7
Fitness	7
General PE Activities	5
Other Comments	4
Technology	4
Physical Education Integration	3

HHIET COMMENTS AND RECOMMENDATIONS

Overall, the in-kind assistance that the RTs contributed to the State PE and Health Conference should be viewed as a success. There were no guidelines or objectives stipulating the amount of time that the RTs should devote to this event, therefore, it is important to acknowledge their level of commitment to this conference. The RTs plan to continue collaborating on this event next year, which will be even larger and hosted in collaboration with AAHPERD's Southwest District Convention at Turtle Bay Resort (June 14-16, 2012). Figure 12 shows a variety of roles that the RTs performed over the course of the day, from rotating shifts at the registration table, to assisting with the sponsor demonstrators, the student poster contest, and the team challenge.

There were 32 sessions that covered a wide range of topics. Although an equal amount of health and PE sessions is not mandated, one recommendation is to expand upon the health topics that are offered. Six of the nine health sessions discussed sexual assault and prevention. Is there a need for additional health topics such as substance abuse, obesity, mental health, or smoking prevention?

Of the 142 participants in attendance, only 40 participants completed the survey at the end of the conference. Although the survey was included in the packet, there was no announcement asking participants to complete the evaluation form. Even the HHI Evaluation Team did not complete the survey because they were unaware that it was included in the packet of materials. It is recommended that at future conferences, a brief announcement should be made to kindly request that participants complete the survey at the completion of the conference. Would it be possible to provide small prizes as an incentive for those who submit the evaluation form (or prizes for the first 10 individuals, etc.)?

Figure 13: Resource Teachers Contributions to the State Conference



Nancy assisting with Sponsor Demonstrations



Nancy and Lance viewing the student posters

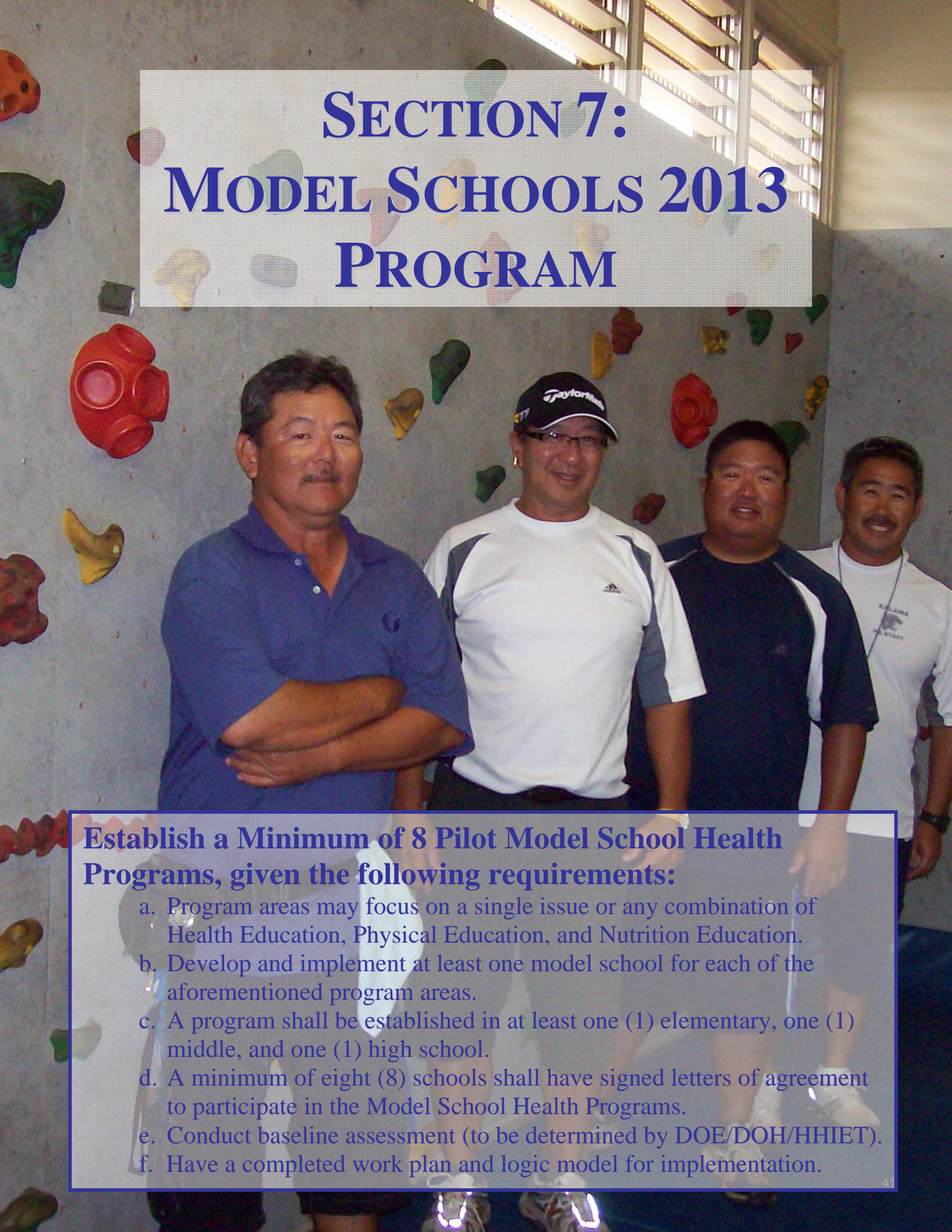


Registration table – Ann/Nancy/Eileen/Christie



Curt, Christie, and Lisa joining in the Team Challenge

One week following the conference, the RTs reviewed several ways to improve the conference for next year, including better communication between HAHPERD and DOE, recruiting more students to participate in the PE poster contest, potentially having last year's poster winners give a presentation, and inviting more school leaders (principals, complex leaders, and even other classroom teachers). HHIET would like to recognize the RTs effort in critiquing their own performance, and encourages them to implement some of their own recommendations.

A photograph of four men standing in front of a climbing wall. The wall is covered with colorful handholds in various shapes and sizes. The man on the far left is wearing a blue polo shirt and has his arms crossed. The man next to him is wearing a white and grey athletic shirt, a black baseball cap with 'TaylorMade' on it, and glasses. The man next to him is wearing a dark blue and white athletic shirt. The man on the far right is wearing a white polo shirt with 'KULAMA STAFF' and a logo on it. They are all smiling at the camera. The background shows a window with blinds.

SECTION 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.

MODEL SCHOOLS 2013 PROGRAM

The Model Schools 2013 program is a new HHI program that consists of nine participating schools. The program is called Model Schools 2013 because it is anticipated that after three years of strengthening the curriculum taught in health, nutrition, and physical education, these schools will be ready to serve as a “model” across the state in 2013. The model schools are intended to be case studies that involve school-wide participation from teachers, administrators, and students.

During the previous school year (2009-2010), each RT was responsible for recruiting at least one school in their District to join the Model Schools program. Principals at each model school were asked to sign an agreement to indicate their voluntary involvement and commitment as an HHI model school for three consecutive years. The RTs were responsible for providing targeted services through professional development, technical assistance, and instructional support.

The nine model schools include five elementary schools, two middle schools, and two high schools (see Table 23 for participating schools). Both Honolulu and Windward are assisting two model schools each in their District. The Leeward RT is assisting Kainalu Elementary (Windward) after Leeward’s potential model school (Makaha Elementary) decided not to participate in the program. Kealakehe High School was the last school to confirm their participation. Each model school has chosen to focus on one of three content areas: health education, nutrition education, or physical education (see Table 23). The majority of schools have elected to become a PE model school.

Table 23: Content area of participating model schools

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

The 2010-2011 SY was the first year of implementation for the Model School program. Cathy Tanaka Ross (DOH) and Becky Rodericks (HHIET) met with the District RTs individually to discuss the action plan for their model school. They also visited Kealakehe High School three times during the planning phase. As a result of having no RT in West Hawaii, the State PE RT, Lisa Hockenberger, and HHI ES, Ann Horiuchi, have taken the lead with Kealakehe.

HHIET worked throughout the fall semester to compile an institutional review board (IRB) application for both the UH Committee on Human Studies and the DOE Systems Accountability Office. After securing IRB approval from UH (11/22/10) and DOE (12/14/10), the HHI Evaluation Team began collecting data in early 2011.

The four main evaluation tools that are being used to measure and assess the Model Schools 2013 program are fitness assessments, school performance data, observations, and surveys.

1. Fitness Assessment: Pedometer and fitnessgram data are being collected at PE Model Schools to assess the activity and fitness level of students during PE class. PE teachers and RTs will be responsible for collecting this data and providing anonymous results to HHIET for analysis. Fitnessgram tests are being used during PE classes to determine the fitness level of students by measuring aerobic capacity (one-mile run/walk), body composition (body mass index), and muscular strength and flexibility (curl-ups, trunk lifts and sit-and-reach). Some PE students are also wearing pedometers to help track the number of steps taken during class. By August 2011, three schools had submitted fitnessgram data and one school had submitted pedometer data.

2. School Performance Data: Every year, HHIET will collect school performance data for the model schools. Most of this data is publicly available through DOE's Accountability Office and includes attendance rates, academic achievement (reading/math/writing/science test scores), discipline rates, breakfast/lunch counts, and graduation/retention rates. These indicators are critical for demonstrating proficiency and progress in accordance with accountability standards. The data will be organized into three measurement periods to analyze the trends over time.

- Period 1 (Pre-baseline: before the wellness guidelines): 2004-05 SY, 2005-06 SY, 2006-07 SY
- Period 2 (Baseline: before the model school program): 2007-08 SY, 2008-09 SY, 2009-10 SY
- Period 3 (Follow-up: end of the model school program): 2010-11 SY, 2011-12 SY, 2012-13 SY

3. Classroom Observations: School site visits will be conducted once a year at PE Model Schools using two observational instruments (SOFIT and SOPLAY – see Appendix J) to assess physical activity levels. SOFIT (System for Observing Fitness Instruction Time) is used to collect data on lesson context, student activity levels and teacher behavior 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 at less structured times (e.g. lunch/recess). Classroom observations were conducted at the seven PE Model Schools from March 29th to May 11th 2011. These observations provided HHIET with an in-depth look at student activity levels, teacher-student interaction, and availability of equipment and resources.

Figure 14: An HHI evaluator observing PE class at Kealakehe High School



4. Student surveys: For model schools focusing on health and nutrition, baseline and follow-up surveys will be used to assess 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 will be 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, as well as likes and dislikes towards physical education classes.

Baseline surveys were administered during the spring of 2011 (March to May). 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. HHIET entered all of the data from the surveys during the summer months of 2011, and is now in the process of compiling individual summary reports that review the survey results for each model school. These reports will be distributed to the RTs and Model School teachers in the Fall of 2011. Copies of the 6 survey instruments may be requested at any time from the HHI Evaluation Team. Distribution of the follow-up surveys is planned for the spring of 2013.

The Department of Education only supports the active consent process, whereby parents must specifically check yes or no to indicate whether or not their child can participate. This is in comparison to passive consent where parents are given the option of opting out of the study and consent is implied if no response is received otherwise. Several teachers at the model schools said they experienced difficulties in receiving signed parental consents, leaving them with a lower response rate than they anticipated (see Table 24 which provides an overview of model school data collection results, or Appendix K which provides a full breakdown of the number of survey respondents and response rate for each school).

Table 24: Model school evaluation items

District	Model School	Content Area	Submitted Surveys & Response Rate	HHIET Observed PE Class	Quarterly Reports Submitted
Honolulu	Jarrett Middle	PE	No	Yes	1,2,4
Honolulu	Kauluwela Elem	NE	Yes (64.2%)	No	1,2,4
Windward	Laie Elem	NE/PE	Yes (76.8%)	Yes	1-4
Windward	Kainalu Elem	PE	Yes (18.4%)	Yes	1-4
Maui	Kalama Inter	PE	Yes (41.9%)	Yes	1-4
E. Hawaii	Waiakeawaena Elem	HE	Yes (69.6%)	No	1-4
W. Hawaii	Kealakehe High	PE	No	Yes	4
Kauai	Waimea High	PE	Yes (1.8%*)	Yes	1-4
Central	Red Hill Elem	PE	Yes (17.7%)	Yes	1,2,4

* Waimea intends to administer the survey again in Fall 2011 due to a low response rate

Seven out of nine schools submitted student surveys to the HHI Evaluation Team. The Honolulu RT was unable to collect Jarrett Middle's surveys because the PE teacher misplaced all of the completed surveys. The PE teacher at Waimea High School returned only five completed

student surveys to the Kauai District RT. Kealakehe High did not administer surveys because their action plan was completed later than the other model schools, which meant that they were slightly behind schedule. In the Fall of 2011, surveys will be administered for the first time at Kealakehe High School, and for the second time at Waimea High School (to improve the 1.8% response rate).

HHIET observed PE classes at all seven PE model schools (see Table 24). The health and nutrition model schools were not visited during the first year because the observational instruments that were available were only applicable to PE Model Schools.

Evaluation of the Model Schools program will help ensure the efficacy of the program and justify the continued promotion of health, nutrition, and PE in schools. The evaluation findings may also play a role in determining the most effective way to direct school resources.

COMMENTS, SUCCESSES/BARRIERS, AND RECOMMENDATIONS

RTs were asked to submit a quarterly progress report to provide facilitators, barriers, and general updates about the model school in their District. The Honolulu and Central RTs did not submit third quarter reports, however, all other reports were completed over the course of the year (as shown in Table 24). Kealakehe High School was exempt from completing progress reports in the first three quarters due to their late start in joining the Model School program. Table 25 provides the feedback and comments shared by the RTs. Please refer to Appendix L for the complete list of comments regarding Kalama Intermediate, as Maui's RT provided a detailed update on their progress.

Table 25: Successes, concerns, barriers, or major issues identified (n=14)

Successes, Concerns, Barriers or Major Issues Identified by Each Model School	
KAULUWELA ELEMENTARY	
<ul style="list-style-type: none"> Lyra is in her 3rd year at the school as the Health PTT, and is very or overly qualified. Her lessons are right on target in promoting a Healthy lifestyle. Currently she is working on creating a sustainable garden... Students could benefit by a more concerted effort by the classroom teacher to follow up with Lyra's lessons. Problem is they are sooooo focused on getting their students ready for HSA testing that follow up lessons are difficult. 	
LAIE ELEMENTARY	
<ul style="list-style-type: none"> Laie has been selected as a Kokua Foundation "Aina Is" site. This will help with the nutrition & gardening efforts there. Laie just opened the fitness center during school hours for all 5th and 6th grade students. We will be partnering with KCC, UH, and DOH in teaching students, teachers, and parents on healthy nutrition and food prep. Good news is that Matt Ho will stay put at Laie for the next school year. UH will fulfill their grant obligation by purchasing Take 10 for all teachers, school banners, nutrition nuggets news letter for students. Snap Ed funds will be used to purchase timers, blenders, health literacy books, and gardening equipment for Laie El. Laie was not able to coordinate nutrition training for teachers at KCC. They will reschedule for beginning of next SY. Not sure how to collect data to see if teachers are meeting the required minutes of PE instruction. <ul style="list-style-type: none"> I've been asked to help in setting up a structured recess program at Laie. There were approximately 300 parents and students that attended the Fitness night at Laie. 	
KAINALU ELEMENTARY	
<ul style="list-style-type: none"> I will continue to work with Aina Is in expanding the school garden program at Kainalu. Still working on other classroom teachers to implement the common PE curriculum for next year. This will help augment the existing PE minutes that students are receiving from the PE teacher. 	

WAIMEA HIGH

Successes:

- Teachers exhibit interest and willingness to teach the “New PE” utilizing “new” resources and tools.
- Teachers trying to implement new PE equipment “Bosu” Balls, “Unicycles”, Stand Up Boards. Logic Model reviewed and teachers working to stay on schedule.
- Teachers implemented “Pre-School Playday”

Concerns:

- Teachers agreed to become certified in Water Safety Instruction so that they can offer that curriculum to their PE students in the spring. They did not meet with the Instructor on the designated date. Not sure if new date has been set. Will follow up.
- Teachers cancelled for the third time to become ‘Lifeguard’ certified so they can offer Swimming and Lifeguard Training as Lifetime Activity and Job Capability goals. New training date set for spring break.
- Teachers cancelled the “Lifeguard” training course scheduled over spring break. Not sure what next steps are. Water Safety was not offered this semester as planned for the students.
- Although new tools, equipment being used, not sure it is being done with fidelity and accuracy. More In-Services are needed.

General Information:

- PE staff may change next school year. If that is the case, logic model will be revisited and revised with new educators. Otherwise, implementation will continue as planned.

KEALAKEHE HIGH

- It was a challenge to support a neighbor island school with no resource teacher and program funds being held at the state office. Timely communication was a barrier as to phone calls and emails to the principal, vice-principal and PE teachers. These issues will be addressed with the principal and the HHI ES.

KALAMA INTERMEDIATE

Successes:

- Leighton and Mark have been exceptional in providing physical education activities that are enjoyable and beneficial to healthy students. Their program has been at the forefront on the “new PE.” The state has adopted many of the new ideas that they have in place at Kalama Intermediate. Leighton and Mark have presented at conferences, workshops, and schools on various types of PE activities. Leighton showed how students with disabilities were able to participate in physical activities in a positive way. Leighton and Mark with the support of their principal are also available to present not only at their feeder schools but schools outside of their complex and at the statewide middle school conference.
- The master schedule is student driven. The principal has shared that if the students sign up for more PE courses, it will be offered. The principal, Mr. Costales, has been very supportive of the Physical Education program.
- A major success is to have a student have her written work published. Sarah Holter was an 8th grader at Kalama Intermediate when she wrote this article that was published in Womens Surf Style Magazine. She is presently a 9th grader at the Kamehameha Schools Maui Campus. The article, “FITNESS in the Aloha State,” is written from her viewpoint and expresses the value of exercise. The article has Sarah explaining and demonstrating the various new PE activities such as Land paddling, Surf ball, Hamboard, and Indo Board. The student’s that Leighton have taught have a clear understanding of the physical activities and are able to communicate clearly and effectively. They also have a clear understanding on what is proficient and advanced when assessing.

Concerns:

- It was shared by Leighton that not all Physical Education teachers are following best practices. It will be a task to change the mindset and teaching of some of the teachers to what is best for the student based on current research and best practices. Although Leighton has concerns with one PE teacher that continues to do PE activities not supported by the PE organizations – he does do activities such as social dance and his students are actively engaged.
- One of the PE teachers is on medical leave at this time. I may have to work with the substitutes in an attempt to follow the Action Plan that the school will formulate. The teacher returned the last quarter of last SY and just went on leave in October 2010. The weight training teacher is a long time teacher and does his own thing. It may be task to work with him. This year, there have been a number of different substitutes for Mr. Tobita’s Physical Education classes. They are familiar with the substitutes and some are doing well but it will be task to really get some good data.

Figure 15: Photos taken by the HHIET observation team during model school site visits



Weight Training class at Kealakehe High



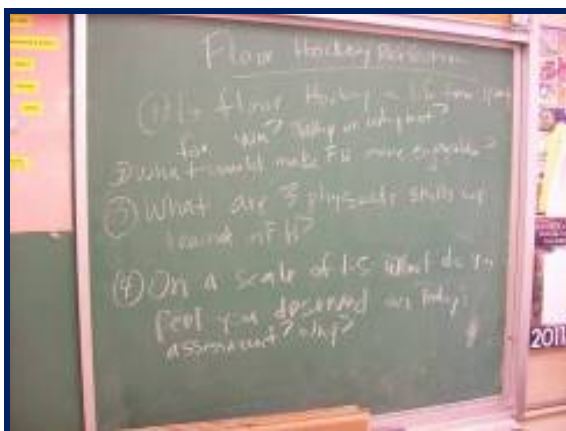
Polynesian dance class at Kealakehe High



Music and PE at Kainalu Elementary



Archery class at Kalama Intermediate



Floor hockey reflection at Waimea High



Health posters at Red Hill Elementary

HHIET COMMENTS AND RECOMMENDATIONS

Overview of the Model Schools 2013 Program – Year One

Compared to the other deliverables, the Model Schools 2013 Program involved a larger time commitment for both the RTs and the HHI Evaluation Team. During the 2010-2011 SY, the evaluation components for the Model Schools program included creating action plans for each school, developing survey and observation instruments, completing two IRB applications, collecting school performance data, printing and distributing student surveys, conducting classroom observations, entering/analyzing data, and writing reports and presentations.

Phase one of the Model Schools program involved the RTs, HHIET, and the nine model schools devising a three-year action plan. A draft of the action plan was completed in September 2010, and finalized in January 2011. Next, HHIET developed surveys to assess students' attitudes and knowledge towards physical activity and nutrition. RTs helped provide feedback regarding the content of these surveys. These survey instruments were included in the two IRB proposals (UH and DOE). While waiting for IRB approval, HHIET began collecting school performance data from individual trend reports available through DOE's Accountability Office. This data is publicly available on DOE's website (<http://arch.k12.hi.us/school/trends/trends.html>).

After receiving IRB approval in December 2010, HHIET collaborated with Professional Image, Inc. to print approximately 3,000 copies of baseline surveys, parental consent forms, and student assent forms. These were then distributed directly to the RTs or model schools in February 2011. The model schools administered surveys at their own pace from March to May. The RTs helped collect the surveys upon completion. Several of the RTs waited until the very last week of the school year to collect the surveys, which resulted in HHIET having to contact RTs after the school year concluded. From May to July 2011, the HHI Evaluation Team entered the results for over 1,000 student surveys into SPSS, a statistical software program. Individual reports are currently being compiled for each model school (to be completed by October 2011).

In addition to distributing student surveys in the Spring of 2011, HHIET also conducted classroom observations at seven model schools. The observations were carried out by the HHI School Evaluation Coordinator and one graduate research assistant using SOFIT and SOPLAY instruments. The following are a list of the model school observation dates:

1. March 29, 2011: Jarrett Middle School
2. April 7, 2011: Red Hill Elementary
3. April 12, 2011: Kainalu Elementary School
4. April 15, 2011: Waimea High School (Kauai)
5. April 21, 2011: Kealahou High School (Big Island)
6. April 28, 2011: Kalama Intermediate School (Maui)
7. May 11, 2011: Laie Elementary School

During year one of the Model Schools program, observations were not conducted at Kauluwela Elementary School or Waiakeawaena Elementary School. SOFIT and SOPLAY instruments were used only to assess physical activity, and these two schools focused solely on health and

nutrition. HHIET will visit Kauluwela and Waiakeawaena during the upcoming school year, and will attend either a wellness day or nutrition day held at each school.

HHIET is now in the process of entering the SOFIT and SOPLAY data into SPSS for the seven PE model schools. The findings from these observation days should not be interpreted as representative of the entire school year, or as representative of the entire PE/health/nutrition program at the school. The observations are useful, however, in determining the extent and structure of physical activity at each school. HHIET will continue to conduct observations at each model school during the second and third year of the Model Schools program.

Reports and presentations will be prepared by HHIET as needed in order to support the Model Schools program. In April 2011, HHIET reviewed the Safety and Wellness Survey (SAWS) results for the model schools with DOE, DOH, and the RTs (see PowerPoint slides in Appendix M). These guidelines aim to increase healthy eating choices and opportunities for physical activity. HHIET also plans to analyze the most recent SAWS results (August 2011) to see if the model schools have met the implementation deadline of June 2011.

Challenges

HHIET recommends that the RTs and model schools refer to their action plan continuously throughout the school year to help guide them with the structure, activities, and required data for their model school. Although it is acceptable to change items in the action plan when necessary, several model schools disregarded or overlooked items in their action plan after they were initially created.

One challenge in collecting survey data from the model schools relates to the parental consent process. DOE only supports active consent which led to lower response rates at some schools, particularly at the secondary level (survey response rate ranged from 1.8% to 76%). It was hard to determine if the low response rate at schools was solely due to students not returning their parental consent forms, or if teachers did not actively encourage students to return the consent forms. If DOE is able to eliminate the required active consent policy over the next two years, HHIET will switch to using passive consent forms in hopes of increasing the response rate, especially as the content of the surveys is not sensitive or personal in nature.

An alternative suggestion for increasing the response rate is to offer teacher incentives. For example, when teachers administer a certain number of Youth Risk Behavior Surveys (YRBS) to their students, the teacher is eligible to receive a gift card (i.e. \$25 to Jamba Juice/Office Max). Would this type of incentive be beneficial when distributing the follow-up surveys in 2013?

HHIET would like to encourage the RTs to increase their role in distributing and collecting follow-up surveys in 2013. The RTs are needed to help remind the model school teachers about the importance of the survey. Presently, several of the RTs have expressed concern that the surveys are not capturing valuable information. Hopefully when the RTs review the survey results for their model school, they will have a better understanding about the usefulness of the survey data. If the RTs are more supportive of the survey, this may encourage model school teachers to remind their students to return their parental consent forms.

Clarification is needed on whether Laie Elementary School is moving forward as a nutrition or PE model school. Laie's signed agreement to participate states that they are a PE model school, yet when discussing their goals for the next three years, Laie created a nutrition action plan with components of PE incorporated into the plan. With this in mind, HHIET developed and distributed a nutrition survey for the students rather than a PE survey. Towards the end of the year, HHIET was informed by the Windward RT that Laie Elementary is a PE model school. It is recommended that Laie confirm whether they wish to be designated as a nutrition or PE model school. Laie's follow-up survey, however, will need to be distributed as a nutrition-based survey in 2013 because it must be identical to the baseline survey.

Figure 16: Laie Elementary School – recess and class gardens



Summary

Highlights from year one of the Model Schools 2013 Program included finalizing nine action plans, completing quarterly progress reports, receiving IRB approval from UH and DOE, collecting school performance data for nine schools, receiving 1,039 student surveys, conducting observations at all seven PE model schools, collecting fitnessgram data from three schools, and pedometer data from one school. Areas of improvement include increasing the regular usage of the action plan and providing further assistance with survey distribution and collection.

In addition to completing quarterly progress reports, HHIET would also like to encourage RTs to share success stories and lessons learned from their model schools in any format they desire (e.g. posters, videos, short stories, examples of student work, etc.). This will enhance the quality of data collected for these case studies during the three-year period.

To conclude this section on the Model Schools 2013 Program, the RT quarterly progress reports are summarized below with comments included from the HHI Evaluation Team. Table 26 describes 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.

Table 26: Progress of model school tasks as stated in the signed agreement document

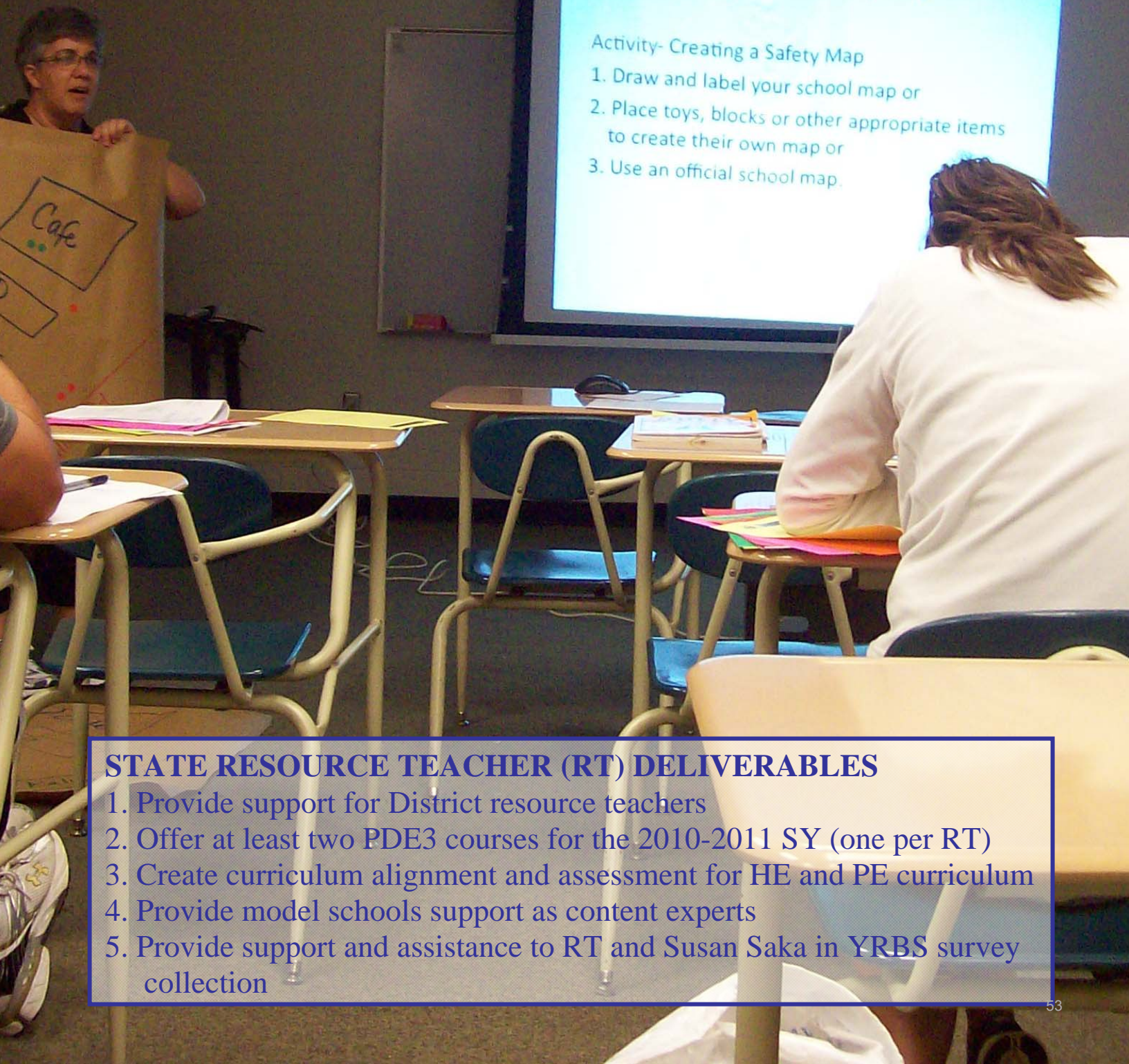
As stated in the school's signed agreement to participate as a model school, the HHI resource teacher and state staff agree to...	Has progress been made towards this task this Qtr? Place an "X" in the appropriate column.			Comments By HHIET
	Y Yes	N Not yet	N/A Not applic.	
Provide professional development and technical assistance for all appropriate teachers and staff (in the new and/or traditional PE)	7 model schools	2 model schools	0 model schools	<ul style="list-style-type: none"> The two schools that did not receive professional development were Red Hill (this will be done in year 2), and Kalama (was not requested or needed).
Provide professional development and technical assistance in implementing a <i>common curriculum</i> (Fitness for Life, Spark, etc.)	5	2	2	<ul style="list-style-type: none"> It has been agreed upon by the RTs that the secondary schools do not need to use only one common curriculum for PE.
Provide training and assist in utilizing school-wide <i>common assessment</i> as requested, e.g. Fitness-Gram, student portfolio, HCPS III alignment	8	1	0	<ul style="list-style-type: none"> Many of the schools are using fitnessgram as their common assessment tool. The PE department at Kalama Intermediate (Maui) uses assessments in their teaching, but does not use only one specific fitness test.
Work with the designated committee of staff and an administrator in this joint project	7	2	0	<ul style="list-style-type: none"> The Resource Teachers have worked with designated committees at all of the Model Schools except for Kainalu and Kauluwela.
Assist in the collection of appropriate content achievement data regarding student achievement, attendance, and discipline	3	4	2	<ul style="list-style-type: none"> HHIET should have made it clear that they will be collecting the majority of the school performance data. The RTs will only be asked to assist on the task when necessary.
Work with the UH Evaluation Team on the evaluation process including observations and interviews with teachers and students	7	1	1	<ul style="list-style-type: none"> All of the RTs made themselves available to the HHI Evaluation Team whenever assistance was requested.
Provide technical assistance in completing SAWS	3	6	0	<ul style="list-style-type: none"> Some of the RTs said the school teams were helping the principal complete SAWS.
Assist the school in completing the implementation of the Wellness Policy and Guidelines by June 2011	5	3	1	<ul style="list-style-type: none"> The 2011 SAWS survey will help determine if the schools have met the implementation deadline. Results are still being collected.
Provide technical assistance and support for one community/culminating event (e.g. fitness fair)	8	0	1 (no response)	<ul style="list-style-type: none"> All of the RTs indicated being very active in helping to coordinate the school's one large annual event. Kalama Intermediate has decided against a culminating event, and instead their focus is on ongoing events throughout the year. Kauluwela did not respond.
<p>Instruction Time. Is the model school meeting the required instruction time for quality standards-based physical education each quarter?</p> <p>- 45 minutes per week grades K-2 - 55 minutes per week grades 3-5 - 107 minutes per week grade 6 El - 200 minutes per week grades 6-12 - Minimum of 1 credit of basic PE requirement for high school students</p>	4	4	1	<ul style="list-style-type: none"> The Model Schools still need to continue working towards meeting the required instruction time for standards-based PE each quarter. Of the four schools that indicated they were not reaching the required instruction time for standards-based PE, one school was short of the 200 minute requirement by three minutes (197 minutes for Kalama). Laie Elementary indicated "not applicable" for this question. HHIET will need to follow-up with the school to find out more about this.

Action Plan. 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.	3	3	3	<ul style="list-style-type: none"> All 9 model schools have developed an Action Plan, with some being more detailed than others. HHIET has helped turn the Action Plan into a Logic Model. Some RTs said no changes were needed for their Action Plan at the end of the year, while others stated that they have made changes to enhance the action plan.
High School Only. Assist in providing references and resources when using technology as bases for New PE	1	1		<ul style="list-style-type: none"> Waimea High would like more clarification on what this statement means. Does this refer to Fitnessgram? The Waimea PE teachers need to be trained in polar and heart rate monitors. At Kealahou High professional development and resources were provided in Fitnessgram and heart rate monitors.
High School Only. Support administration in justification for graduation requirements (require one credit for PE and half credit for HE for high school students to graduate)	1		1	<ul style="list-style-type: none"> The Kauai RT (for Waimea HS) has not been involved with this, but the school does require the credits mentioned. The RT also indicated that there are questions about ROTC having to take ½ credit PE from PE dept.
High School Only. Provide technical assistance when revising the 4-year fitness plan process		1	1	<ul style="list-style-type: none"> The Kauai RT has not been asked to assist with this. She is not sure that the school has included a 4 year fitness plan in their transition plans.
Elementary School. 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?	3			<ul style="list-style-type: none"> Three PE elementary model schools were in compliance. Although Red Hill meets the required minutes of recess, the RT is not sure if they are participating in moderate to vigorous activity. Laie and Kailua are working to provide a more structured recess program.
School Breakfast Program. Is the school promoting the importance of students starting the day with a healthy breakfast, including the School Breakfast Program?	2			<ul style="list-style-type: none"> This requirement is only for Nutrition or Health Model Schools. Both Waikele and Kaula are promoting the importance of breakfast.
Lunch and Snacks. 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)?	2			<ul style="list-style-type: none"> This requirement is only for Nutrition or Health Model Schools. Both Waikele and Kaula are promoting the importance of a healthy lunch and snack. Waikele stated that they are meeting this requirement through parent newsletters, on the school website and with the Fresh fruits and vegetables grant.

Figure 17: Scooter games and cage ball during PE class at Kalama Intermediate



SECTION 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 2010-2011 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 RT and Susan Saka in YRBS survey collection

DELIVERABLES FOR STATE RESOURCE TEACHERS

The State RTs were responsible for completing five new deliverables over the course of the 2010-2011 school year. One deliverable entailed offering at least two PDE3 courses (one per RT). As discussed in Section 2, the State RTs not only taught their own PDE3 courses (3 in total), but they also assisted the District RTs in instructing four PDE3 courses. The four remaining State RT deliverables will be reviewed in the section below. The State RTs were required for the first time to submit a bi-annual progress report describing the progress on their deliverables. The next four tables (Tables 27-30) summarize the status of the State RT deliverables by the end of the 2010-2011 school year. The required deliverable item is displayed in the left column, followed by the progress in the center, and any additional comments/barriers/facilitators by the State RTs on the right.

Table 27: Support for District Resource Teachers

Deliverable Sub Items	Has progress been made on the following deliverables? Place an "X" in the appropriate column.			Comments (Describe any successes, barriers, or progress made towards each task if applicable)
	Yes	No	N/A	
Create menu of support for District RTs (e.g. what can be provided, protocol to request their support, approval turnaround).	XX*			<ul style="list-style-type: none"> RTs have requested assistance with PDE3 classes, District workshops, track and field events, and resources such as Fitness for Life curriculum, SPARK manuals and Fitness Gram software. RTs have requested health texts, lesson plans, and websites in various health content areas.
Provide physical support at District workshops (e.g. can range from taking photos, helping with sign-ins, running the training, giving a breakout, etc.) <i>(RTs submit a professional development log)</i> .	XX			<ul style="list-style-type: none"> Have provided professional development at the State Physical Education and Health conference, District workshops and school level trainings, and assisted at track meets, field days, and play days. Attended District workshops and pre-school play days.
Provide one-on-ones to RTs or to schools <i>(RTs submit a professional development log)</i> .	XX			-
Gather one resource per month (minimum) in HE/PE to upload onto website (can be related to curriculum, current events, equipment, District updates, etc.). <i>Work with the Communications/Website Committee in completing this task.</i>	XX**		XX	<ul style="list-style-type: none"> Resources have been gathered for various health, physical education, and nutrition topics, but waiting for updates as to how to proceed with website uploads and updates (x2).

* Each "X" represents a response from one State RT.

** The RTs selected two answers each for this question (both yes and N/A)

Table 28: Create Curriculum Alignment and Assessment

Deliverable Sub Items	Action, Progress, Comments
Take current HE/PE curriculum and align them to benchmarks	<ul style="list-style-type: none"> Completed benchmark alignment of Fitness for Life for Elementary children Physical Educator book, declared a misalignment for the 5 for life curriculum. Approved only for physical activity. Aligned Fire Safety Prevention Guide to Health Benchmarks Aligned Power Play 5 A Day (Gr. 4) to Health Benchmarks
Create matching assessments for these aligned benchmarks	<ul style="list-style-type: none"> In progress, will be complete in January before two correlating PDE3 courses in Central and Leeward Districts. Matching assessments for Fitness For Life elementary only Physical Education version.
Validate previously existing alignments to benchmarks	<ul style="list-style-type: none"> Part of the process of alignment.
Distribute these curricula packaged with validated alignment and assessment tools to schools and teachers who request them.	<ul style="list-style-type: none"> Will occur during PDE3 courses in Leeward and Central Districts Spring 2011. Yes. Through PDE3... Alignment only... no assessments given as requirements for PDE3 is that they created their own assessments for portfolio.
Successes, Concerns, Barriers or Major Issues Identified	
<ul style="list-style-type: none"> “No barriers per se. This curriculum has different text for each grade level K-6 and middle and high so it is more time consuming than one text that may cover all.” Although the Fitness for Life for Elementary children did have a good alignment to physical education benchmarks, it really didn’t have the rigor that the other used PE curriculums have. 	

Table 29: Provide Model Schools Support

Deliverable Sub Items	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).	<ul style="list-style-type: none"> The packets are complete. Yes the Kealakehe (action) plan is finalized with a few corrections for next year but will be updated in the fall.
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).	<ul style="list-style-type: none"> As Districts complete their action plans with model schools Cathy K. and I will be able to complete this alignment. So far not all plans are in. Some corrections and changes have been made and State PE and Health resource teacher will continue to oversee alignment of content area and grade level of model schools As District RTs complete plans, the State PE Resource Teacher and the State Health Resource Teacher will oversee the lateral alignment of content area and grade levels of model schools.
Ensure adequate integration of Wellness Guidelines in each of the model schools.	<ul style="list-style-type: none"> Schools have been trying to meet the requirements of the wellness guidelines and are indicating such through the SAWS. Comment: The inquiries I have received about healthy fundraising have been directed to Glenna Owens, who is with the School Food Services Branch.

Successes, Concerns, Barriers or Major Issues Identified

- This section will be more complete as the model school action plans get completed.
- Per the report from Jennifer Ryan on the wellness guidelines and the government penalties that may be occurring, compliance seems inevitable.
- Success: My personal model school (Kealakehe) got started rather late (March) in the year but still managed to meet many of the model school criteria. I look forward to working with them next year as they strive to exceed in the action plan areas.

Table 30: Provide Support and Assistance for YRBS

Tasks	Action or Progress	Comments
<ul style="list-style-type: none"> ▪ Transporting 	<ul style="list-style-type: none"> ▪ I have assisted in the delivering of YRBS surveys to Susan from: West Hawaii, Leeward District and Central District 	<ul style="list-style-type: none"> ▪ District RTs continue to help collect YRBS surveys from schools (2)

HHIET COMMENTS AND RECOMMENDATIONS

The State Resource Teachers met all 5 of their deliverables for the 2010-2011 school year. Their achievements, along with additional comments, are summarized below.

1. *Provide support for District resource teachers.*

The State RTs provided continual support for the District RTs throughout the school year. They responded to District RTs direct requests for assistance and they contributed to professional development events and activities across the state whenever possible. The State RTs helped instruct 5 District Workshops, led 7 PDE3 Courses, attended track and field events and District Play Days, and provided resources, curricula, lesson plans and materials as needed. The State RTs also facilitated two PLC groups (assisted with Central's National Board Certification and the State's Scope & Sequence Health Education group). One of the specific tasks of this deliverable was also to gather one resource per month for the Healthy Keiki website. HHIET recommends that the State RTs take the lead in gathering additional resources and materials from the District RTs. It would be advantageous to start compiling an index of resources and storing all documents and files in one location while the website is being developed.

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

The State RTs completed the benchmark alignment for Fitness for Life (Elementary). They concluded that although it was aligned to the PE benchmarks, it did not have the strength and rigor that other PE curriculums have. The State RTs also aligned the Fire Safety Prevention Guide and Power Play 5 A Day to health benchmarks. Furthermore, the State RTs also distributed curricula and validated alignment for PDE3 courses. HHIET is trying to determine if there are specific and measurable goals related to this deliverable? Do RTs intend to align every HE and PE curriculum that is being implemented in Hawaii schools? What are the specific plans for distributing the aligned curricula and assessment tools?

3. *Provide support for Model Schools.*

State and District RTs helped review the baseline student surveys that were administered in Model Schools in the Spring of 2011. Model School support was limited in the first and second quarters as District RTs worked with their Model Schools to create 3-year action plans. Action plans were then sent to the State RTs who will help complete any necessary alignment of grade level and content area. HHIET encourages the State RTs to help the District RTs and model schools follow through on their action plans. Although action plans were created by all of the model schools, no one is really taking ownership to make sure the items in the action plan are implemented.

4. *Provide support and assistance for YRBS*

Both State and District RTs assisted in the collection of YRBS surveys at various schools around the state and delivered them to the YRBS Coordinator, Susan Saka. The YRBS survey is administered every two years. Next year, the State RTs will not collect any YRBS data, but will assist in disseminating the results.

5. *Offer at least two PDE3 courses for the 2010-2011 SY (one per RT).*

The State RTs should be recognized for their time and effort in teaching and/or contributing to the following 7 PDE3 courses.

- a. State: Health Promotion to Prevent and Reduce Risk for Health Problems (Fall)
- b. State: Implementing a Developmentally Age Appropriate PE Program (Fall)
- c. Leeward: Coordinated Nutrition, PE and Wellness for Elementary Schools (Spring)
- d. Central: Lifetime Fitness for All Children (Spring)
- e. West Hawaii: For the Health of It (Spring)
- f. State: Active Lifestyle and Motor Skill Attainment through Special Olympics (Spring)
- g. State: Health Promotion to Prevent and Reduce Risk for Health Problems (Spring)

After reviewing the State RT deliverables, the HHI Evaluation Team believes that these deliverables are broad in scope and may not fully capture and identify all of the activities that the State RTs are involved with throughout the year. In order to enhance the evaluation of the State RT deliverables, HHIET recommends that DOE, DOH, and HHIET should re-examine the State RT deliverables and establish SMART objectives. SMART is an acronym (*specific, measurable, achievable, realistic and time bound*) that is commonly used as a guide to create detailed and measurable objectives. The objectives should be linked to the overall goals and outcomes of this contract. The more specific and concise the objectives are, the easier it will be to demonstrate success.

SECTION 9: ADDITIONAL PROFESSIONAL DEVELOPMENT



ADDITIONAL PROFESSIONAL DEVELOPMENT

In addition to PLCs, PDE3s, and District Workshops, RTs were asked to submit sign-in sheets for any additional professional development that they taught or organized. These additional training events included one-on-one sessions, faculty in-services, department head trainings, etc. These professional development training events were not included in the deliverables, therefore specific attendance goals were not pre-determined. However, as part of the RTs on-going commitment to providing H/PE professional development and technical assistance, all of the RTs set aside time to offer professional development based on the needs of teachers in their District. These professional development opportunities have been a core activity for the HHI Schools program for many years, and help to strengthen the relationship between the teachers, schools and RTs. 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 because the participants of these trainings will be included in Participant Reach Reports and the HHI Schools database.

Tables 31 and 32 summarize the number and type of training events by District. Overall, there were 255 additional professional development training events that took place above and beyond the deliverables, reaching approximately 726 participants. The training events that occurred most frequently were one-on-one trainings (n = 225). When looking at the types of events offered, PE training events were conducted much more frequently than HE or H/PE events (n=195, 76.5%). For a comprehensive list of professional development training events in each District, please contact HHiet who can provide results from the HHI Schools database.

Table 31: Type of professional development training events by District

District	One-on-One Trainings			Training Events			TOTAL per District
	HE	PE	HPE	HE	PE	HPE	
Honolulu	3	34	1	0	3	0	41
Windward	9	35	2	0	1	3	50
Leeward	0	19	0	1	3	1	24
Kauai	6	24	1	0	0	1	32
Maui	15	37	2	0	1	0	55
East Hawaii	1	0	4	1	2	2	10
Central	3	14	0	0	1	0	18
State	1	14	0	1	8	1	25
Sub-Total	38	177	10	3	19	8	255
TOTAL		225			30		255

* Other Training Events included in-services, faculty trainings, workshops, and group trainings

Table 32: Number of Professional Development Training Events

Types of Training	# of Events	Percent (100%)
PE	195	76.5
HE	41	16.1
HPE	19	7.4
TOTAL	255	100.0

Table 33 provides a summary of the professional development events categorized according to training level. On occasion, events were reported on sign-in sheets as a combination of two levels (e.g. Overview/101), indicating that criteria from two training levels were incorporated into one event. If the training level was not indicated by the RTs on any documents, HHIET consulted the syllabus to determine the appropriate training level.

Table 33: Professional development by training level

District	Overview	101	201	301	Overview 101	Meeting	Unknown	TOTAL Participants
Honolulu	1	9	2	28	0	0	0	121
Windward	0	22	22	3	0	0	3	149
Leeward	3	18	2	0	2	0	0	139
Kauai	0	31	0	0	0	0	1	32
Maui	0	54	0	0	0	0	1	55
East Hawaii	1	4	5	0	0	0	0	62
Central	0	14	4	0	0	0	0	28
State	0	12	6	2	0	1	4	189
Sub-Total	5	164	41	33	2	1	9	726
TOTAL	255							726

HHIET COMMENTS AND RECOMMENDATIONS

HHIET recommends that the RTs continue to offer additional professional development trainings (as time permits) in order to meet the needs and interests of teachers in their District. It is also recommended that the RTs try to reach teachers who have not previously received HHI training.

Additional suggestions to consider:

- There were 225 one-on-one trainings compared to 30 group events. Would it be helpful to combine any of the one-on-one trainings into small group sessions to make the best use of the RTs time?
- HHIET recommends that the RTs continue to increase the number of 201 and 301 training events over the next school year to enhance the depth of knowledge and to increase skill capacity.
- 74 out of 255 training events were offered at the 201 or 301 level, compared to 32 last year. It was brought to the attention of HHIET that some of the RTs are classifying 201 and 301 events according to different criteria. It is recommended that the RTs review the training level definitions to ensure that accurate training levels are reported.
- Even if surveys are not administered at training events, RTs are encouraged to always collect sign-in sheets at all of their trainings in order to include the participants in the HHI Schools database.

Figure 18: Wellness Guidelines training





There are several time-consuming events that RTs attended and/or participated in that are not direct components of their deliverables or work plan, but are nonetheless important for their District. This includes events such as track meets, wellness days, and Pre-School Play Days. Almost all of the Districts help organize an annual Pre-School Play Day. This is an event that the RTs have become very committed to carrying out each year. In addition to coordinating all of the logistics for the event, the RTs also help create props that are essential for the success of the event. This year, the theme of the Pre-School Play Day was *Under the Sea*. One RT shares their thoughts below regarding their lengthy involvement and time commitment to the Pre-School Play Day.

“This yearly event takes a tremendous amount of time, energy, and travel, and so I’m often conflicted about the amount of time it takes away from my other duties... This year, I devoted at least eight full work days to Pre-School Play Day. This doesn’t include the time devoted to doing the list below. The other districts and I often consolidate our resources so that we can have over 30 activity stations. We also purchase PE equipment to be used for Pre-School Play Day only. Listed are some of the things that I’m responsible for:

- map & number activity stations,
- make equipment list (coordinate with other RTs),
- paint & prep props,
- contact teachers of volunteers,
- recruit and train student volunteers (explain play day; expectations),
- send request letter to McDonalds for cups,
- compile list of t-shirt sizes for faculty & staff who helped and for student volunteers, coordinate faculty & staff for facilities (i.e. availability, needs), create and distribute “Certificate of Appreciation” & photo collage for each student volunteer (each group has their own photo collage),
- create play day photo slide show (send to District CAS,
- Thank you letters to McDonalds and Special Olympics (include photo collage),
- Debrief with Pre-School Special Ed RT, help other districts with their Play Day (prep, plan, transport equipment).”

SECTION 10: DISTRICT EXPENDITURES

Resource teachers were asked to submit an expense report at the end of each semester. Table 34 displays the annual expenditures categorized by District and expense type. **B/C/T Funds** (i.e. supplies, equipment, and travel) comprised the highest category of expenditures (\$50,700) totaling 34.91% of the statewide expenditures. **Model schools** and **lending libraries** were the next two highest expense categories. **District workshops** were the lowest expenditure (\$200, 0.14%).

Table 34: Year end (Semester 1 & 2) District expenditures, 2010-2011 SY

Expense Type	Kauai	E. Hawaii	Windward	Leeward*	Central	Honolulu	Maui*	State Total	%
B/C/T Funds Total	5,739.38	4,734.10	10,500.00	2,161.49	8,030.81	15,581.59	3,953.56	50,700.93	34.91
<i>Supplies</i>	54.00	256.53	3,000.00	300.00	2,493.78	11,466.17	--	17,570.48	12.10
<i>Equipment</i>	--	1,681.77	3,000.00	1,281.85	1,233.51	2,837.29	--	10,034.42	6.91
<i>Travel</i>	5,685.38	2,795.80	4,000.00	380.64	4,303.52	1,278.13	3,883.56	20,427.03	15.37
<i>Registration</i>	--	--	--	199.00	--	--	70.00	269.00	0.19
<i>Computer Hardware</i>	--	--	500.00	--	--	--	--	500.00	0.34
Substitute Teachers	1,894.00	2,320.00	2,000.00	450.00	1,350.00	477.00	--	8,491.00	5.85
PLC	--	--	50.00	150.00	4,500.00	--	--	4,700.00	3.24
PDE3 Courses	4,712.00	124.50	500.00	887.00	1,200.00	--	--	7,423.50	5.11
District Workshops	--	--	200.00	--	--	--	--	200.00	0.14
HPE Lending Libraries	637.00	--	3,500.00	24,671.53	5,121.43	750.00	--	34,679.96	23.88
Model Schools 2013	4,340.00	13,628.92	1,500	--	--	14,000.00	1,614.00	35,082.92	24.16
Other	--	350.00	--	1,872.24	--	1,733.83	--	3,956.07	2.72
Total	17,322.38	21,157.52	18,250.00	30,192.26	20,202.24	32,542.42	5,567.56	145,234.38	100.00

* Several expenses are still pending as of the end of the school year

CONCLUSIONS

SUMMARY OF DISTRICT RT DELIVERABLES

In the previous school year, only two deliverables were completed by all of the District RTs (District workshop and State Conference). During the 2010-2011 SY, four of the seven deliverables were completed by all seven District RTs (District workshops, PLCs, PDE3s, and participation in the State PE/HE Conference). Two deliverables also had very high completion rates (lending libraries and model school evaluation items). Please refer to Table 35 for an overview of the completed deliverables. The online resource was the only deliverable that did not make considerable progress over the course of the year. The responsibility of this deliverable was conferred onto the website committee rather than individual RTs; therefore it was recorded as *not applicable* in Table 35 for each District RT.

Four Districts (Central, Leeward, Maui, and East Hawaii) successfully met all components of each deliverable. Windward also completed all of the deliverable items aside from submitting a lending library inventory.

Honolulu completed every deliverable except for submitting the third quarter model school progress reports for both model schools and collecting student surveys from Jarrett Middle School (surveys were completed, but the PE teacher misplaced them). Honolulu's other model school, Kauluwela, did complete their baseline student surveys.

Although the Kauai RT did not prepare a lending library inventory, the RT kept an ongoing log of items that were borrowed. Kauai also completed their District workshop, but did not submit any evaluation forms. Kauai's model school completed only 5 student surveys (1.8% response rate). As a result, the RT and PE teacher have agreed to administer the survey again in the Fall of 2011 in hopes of encouraging more students to participate.

Table 35: Completed deliverables by District

DELIVERABLES	Honolulu	Central	Leeward	Windward	Maui	Kauai	E. Hawaii	# of Districts that Completed each Deliverable
District Workshop	✓	✓	✓	✓	✓	✓*	✓	7
Model School Evaluation Items**	✓ x	✓	N/A	✓ ✓	✓	x	✓	5
PDE3 Course	✓	✓	✓	✓	✓	✓	✓	7
PLC Group	✓	✓	✓	✓	✓	✓	✓	7
Lending Library Inventory	✓	✓	✓	x	✓	x	✓	5
Lending Library Log	✓	✓	✓	✓	✓	✓	✓	7
In-Kind State Conference	✓	✓	✓	✓	✓	✓	✓	7
Online Resource	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

* Kauai completed a District workshop, but an evaluation report could not be produced without the participant surveys.

** At least 1 model school was established in each District. Honolulu and Leeward had two model schools. Three schools (Jarrett, Waimea, and Kealakehe) did not complete baseline surveys. Kealakehe/West Hawaii is excluded from this table because there is no longer an HHI RT located in West Hawaii.

After reviewing the activities, deliverables, and HHI school data from the 2010-2011 SY, HHiet's main recommendation is for DOH and DOE to re-examine the goals and outcomes of the HCPS deliverables. While most of the RTs have completed the required deliverables, it is important to take it one step further and discuss how well the deliverables are contributing to the outcomes and objectives of this contract.

Over the last ten years, one of the main objectives of the HHI school-based initiatives has been to train and educate teachers in grades K-12 to implement HCPS in health and PE. It is expected that strengthening and expanding H/PE professional development will impact student health over time. Aside from this one goal, additional objectives and outcomes for this project have not been clearly defined and linked. In order to do this, each deliverable should be reviewed alongside the project's logic model to see how the components of this program are connected. The deliverables should be analyzed using the SMART approach to ensure the validity of the objectives (HHiet can assist with this). Do the deliverables, project activities, and logic model adequately address the four main youth-related HHI goals (discussed in the introduction of this report)?

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

For example, what specifically is the HHI schools team doing to decrease the prevalence of smoking for high school students (goal four)? When providing professional development in the area of health education, the majority of the health topics covered by RTs pertain to nutrition, sexual assault, bullying, and LGBTQ topics. How has smoking prevention and smoking cessation been addressed thus far?

It is also important to determine if all of the project outcomes are attainable. For instance, will the model schools program actually be able to show an improvement not only in health outcomes, but also in educational outcomes (e.g. increase in test scores and graduation rates)?

Early in the 2011-2012 SY, the goals and objectives for this contract should be clearly defined and communicated to all members of the HHI schools team. The RTs in particular, should be aware of these objectives while working on meeting their required deliverables throughout the school year. This may allow them to tailor activities and training topics more specifically to the goals and outcomes of this contract. Furthermore, modifying and re-defining the deliverables and objectives to be more concise and measurable will also help demonstrate the success of this contract.

SUMMARY AND HIGHLIGHTS FROM THE 2010-2011 SY

HHIET has summarized 10 key accomplishments and points of interest from the 2010-2011 school year that can be attributed to the hard work and dedication of the HHI RTs and HHI ES.

1. The seven District RT deliverables were established only two years ago and are continuing to be met at a high degree. During the previous school year, there were also five new State RT deliverables that were successfully achieved. All of these deliverables have been effective in providing a strong foundation for the activities and contributions of the HHI resource teachers.
2. A large time commitment was required from all of the RTs to organize the first year of the Model Schools 2013 Program. Nine schools agreed to participate in the program with all of the Districts collaborating with at least one model school. Although West Hawaii no longer has an HHI RT, Kealahou High School was able to join the Model Schools 2013 Program. The HHI ES and one of the State RTs took the lead in working with Kealahou.
3. School performance and enrollment data were collected for all nine of the model schools. This includes data such as attendance, academic achievement, discipline rates, and graduation/retention rates. These indicators are important in demonstrating progress and proficiency. This data may also show if any differences can be accounted for in the nine schools as a result of the Model Schools program. It will, however, be difficult to show the direct link and relationship between improvements in school performance (e.g. test scores) and implementation of the Model Schools program. Currently, HHIET has collected data from 2004 to 2010. The data will be organized into three measurement periods: 2004-07, 2007-10, 2010-13.
4. Highlights from the first year of the Model Schools 2013 Program include finalizing nine action plans, completing quarterly progress reports, receiving IRB approval, collecting school performance data, administering over 1,000 student surveys, conducting observations at all seven PE model schools, and collecting fitness data from three schools.
5. PDE3 courses continue to be a successful deliverable. These courses promote in-depth learning and also require examples of how the acquired skills and knowledge are implemented in the classroom. All RTs completed at least one PDE3 course, and most RTs offered two courses. Overall, PDE3 trainings require a lot of preparation and instructional support on behalf of the RT. In several of these courses, the RTs should try to increase the number of participants.
6. The number of health, nutrition, and PE professional development trainings taught by RTs should also be recognized as an accomplishment. Providing continued education and professional development to teachers across the state is expected to enhance teachers' knowledge and skills regarding H/PE curriculum. This, in turn, is anticipated to lead to improvements in students' knowledge and behavior over time. Here are some of the specific professional development achievements from the 2010-2011 SY.
 - 18 District and State workshops, 235 participants
 - 18 PDE3 courses, 187 participants
 - 10 Professional learning communities, 87 participants
 - 255 Additional professional development events, 726 participants
 - 127 Schools utilized the lending library resources
 - 32 Sessions available at the state-wide HE/PE Conference, 142 participants

7. The RTs are responsible for collecting sign-in sheets at all of the training events they host in their District. The sign-in sheets are submitted to HHIET who then inputs the data into a database. North Pacific Solutions was contracted in early 2010 to update and re-develop the HHI Schools database. In November 2010, the first phase was completed (it will continue to undergo modifications over the next year). The database is used to maintain and monitor all of the training events taught by the RTs from the 2008-2009 SY onwards.
8. Although the RTs are required to provide in-kind assistance for one state-wide conference each year, there are no guidelines specifying the type and quantity of their contributions. The RTs have elected to work in partnership with HAHPERD to conduct the State HE and PE Conference held at the University of Hawaii. The RTs should be commended for the variety of roles and responsibilities they fulfill annually at this conference.
9. There are additional events and activities that the RTs are committed to carrying out beyond their stated deliverables and work plan. The RTs often do not receive recognition for the time they spend planning some of these events. This applies particularly to the annual Pre-School Play Day, which is organized in every District in collaboration with the Adapted PE RTs. This event is attended by hundreds of pre-schoolers, parents, and volunteers, and the RTs are responsible for helping to organize all of the logistics, equipment and props.
10. All of the RTs have different backgrounds and strengths. Some RTs have a better understanding of technology, others have strong communication skills in leading groups and individual trainings, and some have greater expertise in PE versus HE (and vice versa). Therefore, requiring all of the RTs to follow an identical set of deliverables may not be the best match for their unique skill sets. It is important to analyze “the big picture” or the overarching goals for the HHI RTs, and determine if there are additional strategies that will increase the overall impact (e.g. more advocacy for health and PE, increased collaboration with community groups, etc.). The RTs should play an active role in this discussion with DOH and DOE as this may lead to further accomplishments in the field of health and physical education for Hawaii schools.

OVERALL COMMENTS AND RECOMMENDATIONS FOR DELIVERABLES

The seven District RT deliverables will remain the same for the third consecutive year, and the five new State RT deliverables will also be continued in the upcoming school year. After reviewing last year's deliverables and associated activities, HHIET has compiled a list of 20 recommendations for the HHI Schools Team (DOH, DOE, and RTs) to consider when preparing for the 2011-2012 school year.

Professional Learning Communities and Professional Development

1. Support professional development: District and State RTs led a total of 255 group and one-on-one training events. Maui and Windward conducted the largest amount of professional development training events (55 and 50 respectively). Professional development events should continue to be organized as needed in all Districts, with RTs following up with previous participants/schools, and attempting to recruit new teachers to participate. RTs should try to train teachers in all school complexes if possible.

2. Promote partnerships with schools and communities: RTs should continue to develop strong collaborations and partnerships throughout the school year (e.g. HAHPERD, YMCA, Parks and Recreation). RTs should work with DOE staff in other content areas outside of health and PE to help improve the perception of HE/NE/PE. In addition, RTs should also continue establishing partnerships with community organizations who work to improve the health of children outside of the school setting.

3. Maintain and support professional learning communities: RTs should continue to provide technical assistance and leadership when facilitating PLCs. If possible, RTs should expand PLC participation to reach schools and teachers who have not yet participated in previous PLCs. There still seems to be some uncertainty among the RTs as to the requirements of a PLC, therefore it is recommended that RTs confirm their PLC topic early in the school year with the HHI ES. Some suggestions for increasing participation rates include using web-conferencing tools and collaborating across Districts rather than within Districts.

4. Offer trainings at higher levels: 171 out of 255 professional development trainings 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 enhance the depth of knowledge and to increase skill capacity. Although the RTs reported an increase of trainings at the 201 and 301-levels, there seems to be some confusion concerning the definitions of the training levels. HHIET recommends that the RTs view the definitions of each training level to verify that accurate training levels are reported by the RTs.

5. Increase trainings in the areas of health and nutrition education: 195 PE training events were conducted during the 2010-2011 SY. A total of 41 HE events and 19 HPE events were also offered throughout the school year. It is recommended that the RTs increase the number of health trainings in order to provide a variety of instruction on health, nutrition, and PE topics. These training topics should be aligned with the HHI goals.

Lending Libraries

6. Increase the usage of the lending library: It is unclear if the primary goal of the lending library is simply to make resources available for teachers, or if the goal is to increase the usage of resources and materials each year. The RTs shared over 5,000 resources with 127 schools across the state last year. PE materials were shared more frequently than health or technology resources. RTs should continue to share resources and make sure to ask teachers if any additional equipment or resources should be added to the library.

7. Distribute lending library inventory lists to HPE teachers in each District: It is recommended that each of the RTs distribute a copy of their inventory list to teachers in their District. This will increase the awareness among teachers regarding what resources are available to be borrowed. The RTs should work towards increasing the percentage of schools in their District who use the lending library. Overall, it is expected that sharing the inventory list will assist in making the lending library more useful and functional.

8. Improve accuracy of lending library records: While several RTs have compiled a comprehensive inventory list, other RTs have not been as thorough, or have not been as specific with the quantity of items available. Some District RTs reported having no health resources in their inventory, but when asked further about this, confirmed that health resources were available to borrow. It is recommended that RTs re-count their inventories at the start of the year due to inconsistencies found when reviewing inventory lists and usage logs.

Website for H/PE Resources

9. Determine who will be responsible for completing the Healthy Keiki Healthy Hawaii website: The website developer, located outside of Hawaii, has made very little progress in designing the website during the last two years. As a result, the responsibility of completing this deliverable has been placed solely on the RT website committee who has little to no IT experience. At this point, there seems to be three feasible options; (1) hire a new website developer, (2) explore the possibility of linking to the DOH or DOE server, or (3) decide if this deliverable should be eliminated.

10. Establish a minimum number of resources for RTs to contribute to the website: At least during the initial development phase, it would be helpful to establish a minimum number of resources that the RTs should contribute to the website. As part of their deliverables, the State RTs have been requested to contribute at least one resource per month. It is recommended that this should be extended to the District RTs as well. Alternatively a set number of resources could be required per quarter or semester (e.g. 5 or 10, etc.) instead of setting a monthly quota.

11. Collect and store resources for the website in one location: Although the website has not been developed yet, the RTs have been collecting resources on an ongoing basis. At this point, no one has been accountable for collecting these resources. It is recommended that one central folder be created to store all of the health, nutrition, and PE materials and resources. Once the website has been built, the content and resources can be quickly uploaded by accessing this central folder. It is recommended that early in the school year, one of the RTs should be designated to collect and store the resources in one location.

State Health and PE Conference

12. Increase the number of health and nutrition sessions offered at the State Conference:

There were 32 health, nutrition and PE sessions available at the most recent State Conference in May 2011. Nine out of the 32 sessions concentrated on health or nutrition topics. Of these nine, six presentations focused on sexual assault and prevention. One recommendation is to increase the number of health and nutrition sessions that are offered. If possible, the content of the health sessions should also be expanded to address additional topics beyond the sexual assault curriculum (e.g. substance abuse, mental health, health promotion).

13. Invite more participants to the State Conference: The RTs themselves suggested inviting more school leaders to the conference (e.g. principals, complex leaders, and even other classroom teachers) as a way of changing and improving the perception of health and physical education in schools. More students should also be encouraged to participate in the PE poster contest at the State Conference. This year only a handful of students entered the contest from a small percentage of schools.

Model Schools 2013 Program

14. Use the model school action plan on a regular basis: HHIET would like to remind the RTs and the model schools to refer to their action plans on a regular basis throughout the school year. The action plan should serve as a guide when organizing the activities, structure and data collection process for their model school. At this point, no one is really taking ownership to guarantee that the items in the action plan are implemented.

15. Share more success stories and lessons learned from model schools: In addition to providing quarterly progress reports, it would be useful to hear specific examples of success stories from each of the model schools (i.e. this could be shared by email or at the monthly RT training sessions). RTs could share regular updates and achievements from teachers at their model school, display examples of student work, or discuss challenges at their schools.

16. Increase the role of RTs in distributing and collecting surveys at model schools: One challenge in collecting survey data from the model schools relates to the parental consent process. When follow-up surveys are administered in 2013, the RTs will be needed to remind the model school teachers about the importance of the survey. This may help increase the response rate. RTs will also be requested to assist HHIET in collecting surveys upon completion. RTs may also be asked for assistance if surveys are administered to model school teachers (anticipated for the spring of 2012).

General Recommendations

17. Ensure completion of documentation and paperwork: In order to accurately evaluate the progress, success, and outcomes of training events and deliverables, RTs need to ensure that all requested paperwork is submitted on time to HHIET. To every extent possible, RTs need to remember to distribute pre/post evaluation forms and make sure that all sign-in sheets are fully completed (e.g. include training level, grade level, position, school name, etc.). In addition, when RTs submit their own reports to HHIET (e.g. progress reports and PLC reports), RTs are kindly requested to complete all questions on the form and not leave any questions blank.

18. Request more reflection forms: Fewer reflection forms were received this year (from PDE3 courses, District workshops and lending library resources), when compared to previous school years. RTs should continue to follow-up with participants and regularly collect reflection forms to determine how these new skills and resources are being implemented in the classroom. One recommendation is to consider offering reflection forms online. The response rate is likely to increase if an online version is made available (e.g. survey monkey or qualtrics).

19. Address teacher requests: When completing evaluation forms, teachers were asked to suggest future training topics and list any additional support required. HHIET has compiled and shared the full list of workshop suggestions with each of the RTs. It is recommended that the RTs refer to this list of requests and suggestions when selecting training topics for the upcoming school year.

20. Celebrate successes and achievements: It is important to celebrate and recognize the HHI RT achievements during the school year, including professional development activities, successful collaborations, and providing training on new curricula or topics. RTs should be encouraged to share and celebrate their accomplishments not only within the HHI group, but also with colleagues and the community.

APPENDICES

Appendix A: HHiet Meetings, Trainings, and Technical Assistance

Appendix B: H/PE Standards Logic Model

Appendix C: H/PE Training Level Criteria

Appendix D: State Resource Teacher Deliverables

Appendix E: Bibliography of HHiet School Reports

Appendix F: District Workshops – Qualitative Comments

Appendix G: PDE3 - Comments from Participating Teachers

Appendix H: State Conference – Session Descriptions

Appendix I: State Conference – Qualitative Comments

Appendix J: SOFIT and SOPLAY Recording Forms

Appendix K: Response Rate for Student Surveys

Appendix L: Model Schools – Comments from Resource Teachers (Kalama)

Appendix M: Presentation for Model Schools SAWS Results

APPENDIX A: HHIET Meetings, Trainings, and Technical Assistance

HHIET Meetings, Trainings, and Technical Assistance		
DATE	LOCATION	NOTES
JULY		
7/7/2010	DOE	Monthly meeting with Cathy, Jen, Yuka, and Katie Heinrich
7/16/2010	UH - HHIET Office	PARA training with Katie Heinrich
7/28/2010	DOH	Met with Cathy and Jen to prepare for RT meeting
AUGUST		
8/5 & 8/6/2010	DOE - OCIS	Introduced and reviewed all evaluation tools for the deliverables in the new school year
8/13/2010	UH - HHIET Office	Met with Vanessa from SNAP-Ed to discuss HHI evaluation tools
8/16/2010	UH - HHIET Office	Submitted Year End School Report to DOE and DOH
8/17/2010	Kenny's Drive Inn	Met with Curt and Cathy to work on Laie's Action Plan
8/23/2010	UH -HHIET Office	Meeting (by phone) with Ilan to provide a demo of the new database
8/24/2010	DOH	Met with Cathy and Jen to discuss evaluation options for School Food Service deliverables
8/26/2010	Denise's Office	Met with Denise to discuss Jarrett Middle's Action Plan and to review evaluation forms
8/27/2010	UH - HHIET Office	Finished creating evaluation templates and uploaded them to the HHI Schools website
8/30/2010	Moanalua Shopping Center Starbucks	Met with Yvette and Cathy to work on Red Hill's Action Plan
SEPTEMBER		
9/3/2010	DOH	Met with Cathy, Vanessa, and Betty Wood to discuss IRB process
9/7/2010	Pearl Harbor Kai Elementary School	RT Training Session - All day meeting
9/13/2010	Kauai - Waimea	Traveled with Cathy to review Nancy's Action Plan for Waimea High
9/14/2010	Big Island - Hilo	Met with Eileen and school staff to review Action Plan for Waiakeawaena
9/17/2010	Big Island - Kona	Traveled with Cathy and Ann to meet Kealakehe school staff
9/20/2010	DOH	Met with Jen and Nandar to discuss plans for year 2 of Healthy School Grants
9/28/2010	Maui	Traveled with Cathy to meet Lance to review Kalama's Action Plan. Met PE teachers.
9/29/2010	Big Island - Kona	Traveled with Cathy, Lisa, and Glena to met with Kealakehe High staff
OCTOBER		
10/6/2010	DOH	Met with Cathy and Jen for monthly meeting
10/13/2010	DOH	HHI Staff Retreat - Personality test - met full team for the first time
10/15/2010	UH - HHIET Office	Submitted UH IRB approval
10/18/2010	UH - HHIET Office	Led a SOFIT training (used for PE observations) with grad assistants on HHI Evaluation Team
10/19/2010	Botanical Gardens - Windward	RT Training Session - All day meeting
10/25-26/2010	New Otani Hotel	HHI Strategic Planning Meeting

NOVEMBER		
11/1/2010	UH - HHIET Office	Contacted RTs (by email) with baseline surveys for model schools and requested feedback
11/3/2010	DOH	Met with Ilan, Cathy, Jen, Steph and Nandar. Ilan presented an overview of the new database.
11/17/2010	Willows Restaurant	NPAC annual meeting and lunch
11/22/2010	UH - HHIET Office	Received UH IRB Approval to conduct evaluation research in HHI Schools
11/24/2010	UH - HHIET Office	Deadline for RTs to submit final Model School Action Plan
DECEMBER		
12/2/2010	UH - HHIET Office	Submitted IRB application to DOE
12/9/2010	DOE - OCIS	RT Training Session - All day meeting
12/14/2010	UH - HHIET Office	Received IRB approval from DOE
12/17/2010	UH - HHIET Office	Sent State and District participant reach reports to Cathy and Ann
JANUARY		
1/5/2011	UH - HHIET Office	Meeting (by phone) with Eileen at 9am to finalize Model School action plan
1/5/2011	UH - HHIET Office	Meeting (by phone) with Yvette at 10am to finalize Model School action plan
1/5/2011	UH - HHIET Office	Meeting (by phone) with Denise at 11am to finalize Model School action plan
1/6/2011	UH - HHIET Office	Meeting (by phone) with Nancy at 10:30am to finalize Model School action plan
1/6/2011	UH - HHIET Office	Meeting (by phone) with Curt at 1pm to finalize Model School action plan
1/7/2011	UH - HHIET Office	Meeting (by phone) with Lance at 9am to finalize Model School action plan
1/11/2011	DOE - OCIS	RT Training Session – All day meeting
1/12/2011	DOH	Gave a presentation to the HHI team about the new schools database
1/13/2011	Jarrett Middle School	Attended an afternoon workshop on trikes and landpaddling
1/19/2011	DOH	Monthly meeting with Cathy and Jen
1/20/2011	UH - HHIET Office	Led a SOPLAY training with graduate assistants on HHI Evaluation Team
1/26/2011	UH - HHIET Office	Meeting (by phone) with Ilan to discuss revisions on the database
FEBRUARY		
2/4/2011	UH – HHIET Office	Meeting with Professional Image staff to discuss printing Model School baseline surveys
2/7/2011	Professional Image	Meeting with Professional Image staff to review and confirm survey proofs before printing
2/16/2011	UH - HHIET Office	Participated in online Qualtrics training part I (survey software)
2/24/2011	Ho'omaluhia Botanical Gardens	RT Training Session – All day meeting
2/25/2011	UH -HHIET Office	Participated in online Qualtrics training part II (survey software)
MARCH		
3/1/2011	Kaiser High School	Attended Windward District Fitness Meet
3/2/2011	DOH	Monthly meeting with Cathy and Jen
3/3/2011	DOE – OCIS	Meeting with Ann Horiuchi at 8am
3/3/2011	Jarrett Middle School	SOFIT/SOPLAY field training with graduate research assistants

3/10/2011	DOH	Meeting with Grace, Jay, Lehua, and Tonya to discuss Evaluation Advisory Committee
3/15/2011	DOH	Meeting with Grace and Stephanie to discuss SAWS
3/15/2011	DOH	Attended Nandar's presentation to HHI team
3/21/2011	American Heart Association	NPAC Schools Taskforce meeting
3/29/2011	Jarrett Middle School	Observed PE classes all day at Jarrett Middle School
APRIL		
4/6/2011	DOH	Met with Evaluation Advisory Committee (Grace, Tonya, Lehua, etc.)
4/6/2011	DOH	Monthly meeting with Cathy and Jen
4/7/2011	Red Hill Elementary	Observed PE classes all day at Red Hill Elementary
4/8/2011	Manoa Elementary	Attended the Honolulu Play Day
4/12/2011	Kainalu Elementary	Observed PE classes all day at Kainalu Elementary
4/14/2011	UH – HHIET Office	Meeting with Janelle Jimbo to discuss professional development data
4/15/2011	Waimea High School – Kauai	Observed PE classes all day at Waimea High School
4/18/2011	Pearl Harbor Kai Elementary	RT Training Session – All day meeting
4/21/2011	Kealakehe High – Big Island	Observed PE classes all day at Kealakehe High School
4/28/2011	Kalama Intermediate – Maui	Observed PE classes all day at Kalama Intermediate School
MAY		
5/4/2011	DOH	Monthly meeting with Cathy and Jen
5/5/2011	UH – Stan Sheriff Center	Attended the State PE/HE Conference
5/11/2011	Laie Elementary	Observed PE classes all day at Laie Elementary School
5/12-13/2011	DOE – OCISS	RT Training Session – Two-day end of the year meeting
5/25/2011	School Food Service	Meeting with Glenna Owens and Cindy Loy to collect meal count data
JUNE		
6/1/2011	DOH	Monthly meeting with Cathy and Jen
6/6/2011	School Food Service	Meeting with Glenna Owens and Cindy Loy to continue collecting more meal count data
6/9/2011	DOH	Attended CDC Teleconference on School Health
6/10/2011	UH – HHIET Office	Submitted abstract for Hawaii-Pacific Evaluation Conference (Model School methodology)
6/12-15/2011	CDC – Atlanta	Attended the CDC/AED Summer Institute Evaluation Conference
6/29/2011	DOH	Attended weekly HHI team meeting while Jay was away
JULY		
7/7/2011	UH – HHIET Office	Poster abstract was accepted for Hawaii-Pacific Evaluation Conference
7/11/2011	DOH	School health meeting with DOH, DOE, UH, and visiting expert Joyce Fetro
7/13/2011	UH – HHIET Office	Participated in online Seminar to learn NVivo software for qualitative analysis

APPENDIX B: H/PE Training Level Criteria

H/PE Training Level Criteria

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

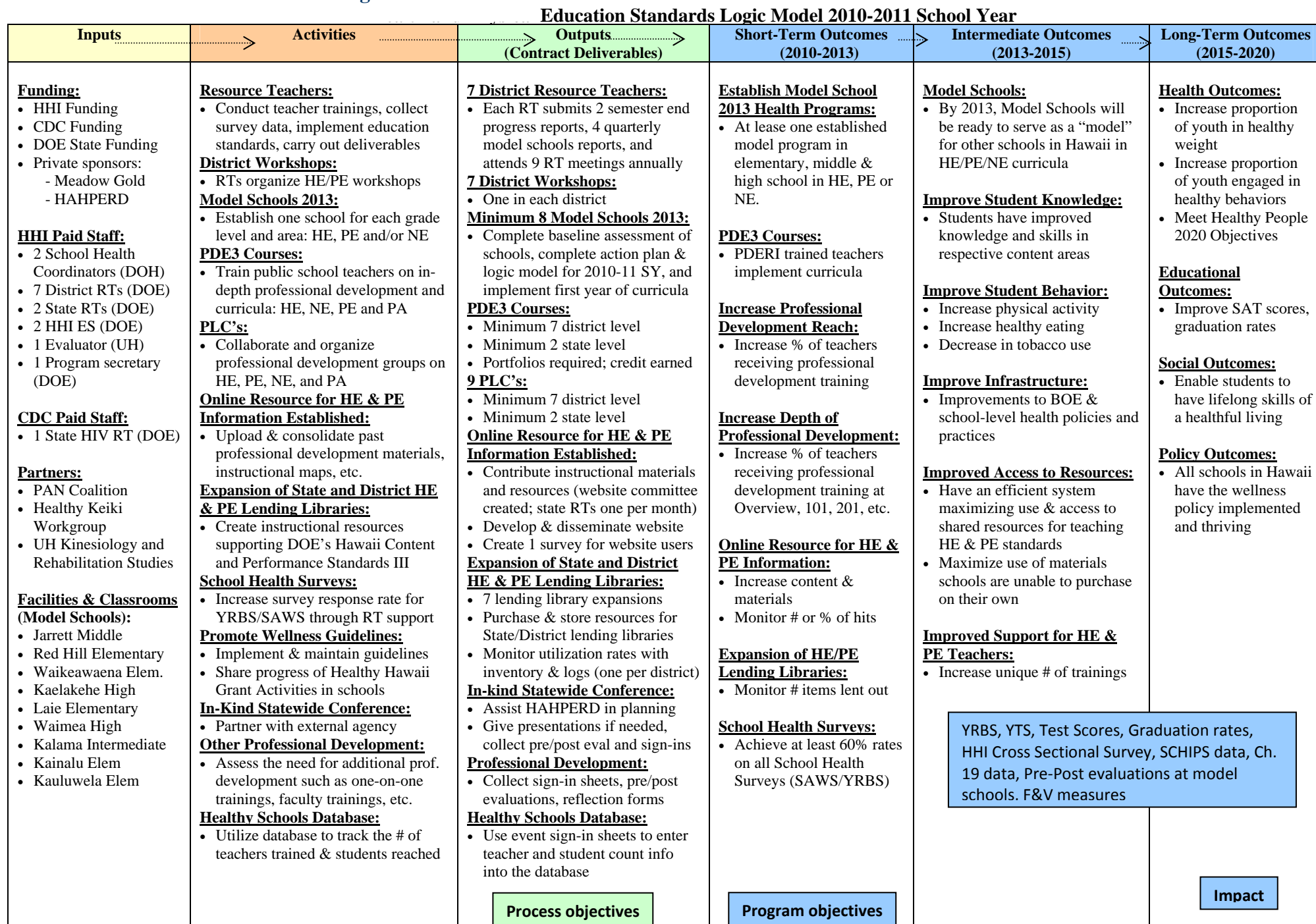
A 201 level training focuses on the depth of the training. After teachers use the curriculum, we want to see how they are using the curriculum to assess students' skill. Health Education does a 201 training using the assessment training from SCASS. One way PE has packaged its 201 training is by going 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

APPENDIX C: H/PE Standards Logic Model



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 2010-2011 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, int/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

Bibliography of HHIET School Reports (2010-2011 SY)

District Workshops and Faculty In-Service Reports

Aung N., Rodericks, B., & Maddock, J. (HHIET, 2011). Health Education Teacher Training: Child Sexual Abuse Prevention Curriculum, East Hawaii District (November 15, 2010).

Aung N., Rodericks, B., & Maddock, J. (HHIET, 2011). Elementary Health and Physical Education Teacher Workshop, Central District (November 19, 2010).

Aung N., Rodericks, B., & Maddock, J. (HHIET, 2011). Elementary Physical Education Faculty Workshop: Indian Club, Leeward District (February 16, 2011).

Aung N., Rodericks, B., & Maddock, J. (HHIET, 2011). Elementary Health Education Faculty Workshop: My Body is Special & My Body, My Boundaries, Leeward District (April 8, 2011).

Higa, E., Rodericks, B., & Maddock, J. (HHIET, 2011). Health and Physical Education Curriculum and Instruction Training, Windward District (December 13, 2010).

Higa, E., Rodericks, B., & Maddock, J. (HHIET, 2011). Quick Start Tennis Workshop, Leeward District (April 27, 2011).

Lee, S., Rodericks, B., & Maddock, J. (HHIET, 2011). Waiakeawaena Faculty In-service, East Hawaii District (October 21, 2010).

Lee, S., Rodericks, B., & Maddock, J. (HHIET, 2011). Health Teacher Teaching Health Concepts & Skills, and Socci and Geo Motion, Honolulu District (November 18, 2010).

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Rodericks, B., & Maddock, J. (HHIET, 2011). Resource Teacher Deliverables: Semester One Progress and Monitoring Report (February 15, 2011).

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Rodericks, B. (HHIET, August 2010). Evaluation and Summary of Deliverables: 2009-2010 End of School Year H/PE Resource Teacher Summary.

Rodericks, B., Lee, S., Aung, N., & Maddock, J. (HHIET, April 2011). Progress Toward Implementing the Wellness Guidelines in 8 Healthy Hawaii Initiative Model Schools: Results from the 2009-2010 Safety & Wellness Survey (SAWS).

Participant Reach Reports

Lee, S., Rodericks, B., Aung, N., & Maddock, J. (HHIET, 2010). Healthy Schools Database – Teacher Reach Report, Central District (2009-2010 SY).

Lee, S., Rodericks, B., Aung, N., & Maddock, J. (HHIET, 2010). Healthy Schools Database – Teacher Reach Report, Windward District (2009-2010 SY).

Lee, S., Rodericks, B., Aung, N., & Maddock, J. (HHIET, 2010). Healthy Schools Database – Teacher Reach Report, Honolulu District (2009-2010 SY).

Lee, S., Rodericks, B., Aung, N., & Maddock, J. (HHIET, 2010). Healthy Schools Database – Teacher Reach Report, Leeward District (2009-2010 SY).

Lee, S., Rodericks, B., Aung, N., & Maddock, J. (HHIET, 2010). Healthy Schools Database – Teacher Reach Report, Maui District (2009-2010 SY).

Lee, S., Rodericks, B., Aung, N., & Maddock, J. (HHIET, 2010). Healthy Schools Database – Teacher Reach Report, Kauai District (2009-2010 SY).

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Action Plans, Logic Models, and Evaluation Plans

Hockenberger, L., Rodericks, B., & Kealakehe High School Teachers (2011). Action Plan for West Hawaii Model School: Kealakehe High School.

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Rodericks, B., Nanod, L., & Kalama Intermediate School Teachers (2011). Action Plan for Maui Model School: Kalama Intermediate School.

Rodericks, B., Wagatsuma, E., & Waiakeawaena Elementary School Teachers (2011). Action Plan for East Hawaii Model School: Waiakeawaena Elementary School.

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Rodericks, B., Okimoto, C., & Laie Elementary School Teachers (2011). Action Plan for Windward Model School: Laie Elementary School.

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Rodericks, B., Darval-Chang, D., & Jarrett Middle School Teachers (2011). Action Plan for Honolulu Model School: Jarrett Middle School.

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APPENDIX F: District Workshops – Qualitative Comments

Topic Suggestions for District Workshops (n=188)

Specific PE Skills (31)

- Rip sticks/skateboards (4)
- Learn more dances to teach students (ex. hula) (3)
- Fitness (3)
- Basketball (2)
- Badminton (2)
- Land paddling (2)
- Spooner boards (2)
- Soccer (2)
- Speed stack
- Water sports integrated to land
- Climbing wall
- Biking/spinning
- Speed mitten
- Geomotion
- Ping Pong
- Golf
- Jump rope
- Geocaching
- Volleyball

LGBTQ Issues (20)

- Parent support for LGBT youth (3)
- Group support/clubs that address LGBTQ/and other situations (3)
- Teachers understanding of counselor's roles with GLBT issues
- LGBTQ counseling techniques
- Follow-up workshop on "Addressing the Needs of LGBT Youth"
- Ways to support LGBT youth
- GSA development
- Update on this topic
- Alternate gender preferences
- More about transgendered youth
- More about the QIAA – more speakers to further understand
- I hope there will be more LGBT workshops or breakout sessions at conferences (PE/Health)
- The GLBT spectrum – explaining the variety of possible combinations to students/families
- Next steps—for students who identify or are faced w/challenges/success→ next step in life option
- How to reach those students who are afraid of people who are different than them
- Loved Dr. Schroeder!!!

Bullying (18)

- Cyberbullying, anti-bullying, internet safety & technology (sexting, cyberbullying, texting) (8)
- Bullying, harassment, and coping (7)
- DOE safety and wellness toolkit – Bullying Prevention
- Ways to prevent bullying with middle schoolers
- Bullying – strategies counselors can use to help schools comply

Health and Wellness (17)

- All areas in health/general health education (3)
- Obesity (2)
- Class intervention and what works for ADHD (2)
- Teaching balance, coordination, and motor skills (2)
- Injury prevention
- Character education
- Social skills
- Environmental health
- Alternative education for students that have social emotion
- Mental retardation
- The new CPR – for adults and students
- Anything related to counseling, health, NCLB. i.e. cultural trends

Curriculum Topics (15)

- Action-based learning (2)
- Grade book and grading system (2)
- Sample lessons (2)
- Prevention and interventions for intermediate students (2)
- Fitness for Life
- Team building
- Dealing with pre-school class plans
- Group instruction in more active sport building stations
- Transition for elementary – high school
- Structured recess
- Yearly curriculum based for growth and maturation. (K-5)

Student Support (10)

- Issues working w/minors
- How to meet the needs of teen moms
- How to meet that needs of students who have had abortions and are now having major regrets
- How to support students who are overweight and help them feel safe in school
- Creating safe havens
- How to motivate non-physical kids
- Tolerance
- Behavior support for odd kids
- Public support for children with no family support
- Overall safe school environment – bullying/harassment/discipline/etc

Activities and Games (10)

- Indoor activities
- More non-traditional activities
- Activities for lower grades K-3
- More activities
- Games without equipment
- Modified games
- Indoor games
- More games for older children
- More lead up games
- Tag games

Assessments and Evaluation (10)

- Assessments, Evidence, Evaluation (4)
- Fitnessgram (2)
- Sample fitness assessments outside of Fitnessgram
- Evaluating teacher work
- Assessment tools in PE
- HSA/testing tips

Violence, Abuse and Sex Education (9)

- Domestic violence
- Child abuse
- More about offenders
- Sexual harassment
- Middle school sexual abuse
- High school sexual abuse
- Sexual abuse 3-5 yrs
- Sex education
- Pregnancy prevention

Miscellaneous (8)

- Open to any new strategies to better my teaching and student learning
- Anything related to PE and health
- Cultural activities (games/dance)
- Anything free or cheap
- Not sure
- Advocacy
- Faculty presentations to school
- Everything
- New & interesting ideas. Anything – always learning!

General Physical Education (7)

- All kinds of P.E. information to improve my teaching (3)
- Integrating technology (Dance Dance Rev.) into P.E
- PE metrics
- Limited area PE
- Adaptive PE

Mental Health (7)

- Emotional and mental health
- Mental illness affecting students health and performance. Depression, anxiety, etc
- Raising self-image/esteem in adolescents/teens
- Suicide
- Eating disorders
- Attachment disorder
- Personality disorders

Standards (7)

- Standards based grading (3)
- Standards record keeping (3)
- Creating Excellent Standard Based Lessons

Resources/Information (6)

- Info on what resources are available
- Available community resources
- Available programs for students and their families

- Other websites
- Materials
- Updated resource list

Nutrition (5)

- Anything – nutrition (2)
- Nutrition – elementary
- Nutrition. Easy, inexpensive healthy snack recipes
- Healthy choices for diets

Technology (5)

- Technology in PE or Fitness gram journal
- Inputting into EGP
- Video student work
- Technology for Assessments and Evaluation
- Technology

Substance Abuse (3)

- How to teach about drugs and alcohol
- Drugs
- Teen substance abuse

APPENDIX G: PDE3 – Comments from Participating Teachers

PDE3 Summary Qualitative Comments

Semester 1

East Hawaii – Integrating Hawaii Health Standards and Reading the HEAP Database (5)
<ul style="list-style-type: none">• Very valuable course.• Educational and informative class. Learned a great deal and I’m more comfortable with the topic.• Please continue to offer this course for others to take. It is a great course for counselors and teachers and I’ve learned so much from taking it.• Teaching high school students opens up the possibilities for the unknown. Today’s students continues to change, but at a rapid pace. This class provided me with the tools to prepare myself to prevent, educate, and handle a sexual harassment situation.• This course is applicable to my job as a school counselor. The lessons are easy to implement since they are already created and aligned to the standards. The instructor is great, and the guest speakers help to bring to course full circle.
Central – Healthy Living (5)
<ul style="list-style-type: none">• It was extremely helpful for me. It allowed me to becoming more acquainted with the Health Standards as well as more comfortable writing rubrics for my assessments.• It was very helpful to allow us to do our classwork at home, especially with the far commute from our home base schools. I had two friends that wanted to attend the class and was not able to since they missed the first session.• This Health course is very resourceful, relevant and helps with my teaching instruction.• Very good class.• Was good.
Honolulu – Physical Education Integration with Action-Based Learning (7)
<ul style="list-style-type: none">• Great course, even greater instructor in Darval-Chang. If 85% of students are kinesthetic learners, we must look for ways to increase learning opportunities which incorporate movement for anchoring academic achievement.• I really enjoyed taking this PD course. Denise Darval-Chang is an excellent teacher and very supportive of her students.• Information was very useful and relevant.• This course was excellent. My students really love the Learning Lab and it really helped them to increase their multiplication facts! Thanks for the opportunity!• This is one of the best courses I took. My students love the integration of physical education along with content. I will incorporate everything I learned in this class to help teach my math and other content areas.• This was a great course and was easily implemented in my classroom. My students enjoyed participating in the activities and I have seen many students grown from the use of these strategies.• Wondering if more “PD credits” offered by the DOE will one day be applicable to college credential. My experience with the LAUSD/UCLA Professional Development partnership was a good one. We had the option to pay for college credit. I would feel more confident in the perceived value of my PD by other states, should I ever move to the mainland.
Kauai – Simultaneous Elementary Movement Forms and Secondary Health Advocacy (8)
<ul style="list-style-type: none">• It would have been helpful to have the rubric for the Learning Portfolio. I gained knowledge on teaching and assessing P.E. standards and resources available to meet them.• I really enjoyed taking this course. It helped me to teach PE to my class in a different way rather than have student’s game games or run around the field. Nancy showed me how to make PE fun and very engaging. I take my students out once a week for at least 30 minutes and they can’t wait for the next PE period to come. Thank You Nancy for an awesome class.

- More central area for class (Lihue).
- Nancy Graf did an excellent job in getting instructors to help us with assessments and engaging P.E. activities!
- Teacher was 30 minutes for the last session.
- The course was very good and I would suggest it to other teachers.
- This course provided good experience and instruction with designing assessments and rubrics in the content area of physical education.
- This course was very helpful for inspiring a motivation to be more creative and also more technical with the ways with which we teach P.E. It was a valuable opportunity to create standards-based lessons for P.E. and to create relevant and related rubrics for P.E. (not something a general ed teacher often takes the time to do. Mahalo for this course!

Maui – Teaching Children Skills for Coping with Stress (2)

- This was by far the BEST Professional Development Course I have ever taken. Every lesson was well thought out and pertained to my area of teaching. I would highly recommend this course to others. The instructor was also easy to understand and ALWAYS available to offer guidance and assistance.
- Very informative, enlightening class, with an excellent instructor, who cares and does the best for all. Thank you.

State – Health Promotion to Prevent and Reduce Risk for Health Problems

- Cathy was great with us she is very supportive with ideas for health content and very resourceful. Thanks for a great class!

State – Implementing a Developmentally Age Appropriate PE Program (12)

- Great lesson ideas!
- Great teachers who led the course wish there was another course for upper grades 3-6.
- I benefitted from taking this course. It encouraged me to have my students engage in more vigorous physical activity throughout the day.
- I learned a lot from this course. However, I think I would like to see if there is a developmental pacing plan to guide my teaching of the skills. I understand that by the time they leave there are skills they need, but I've always wondered if my pacing plan of the skills to be taught has been developmentally appropriate or if I'm teaching the skills "out of order" based on developmentally appropriate practice.
- I really learned a lot of information from this class that lead to clarity of the benchmarks and the standards. The information that was shared is really useful for the classroom. And the integration of academics and physical activities excellent.
- Practical information that I will be able to use in my classroom.
- The presenters and teachers were well prepared and knowledgeable about the content area. It was easy for me to use what I learned in class and incorporate it into my classroom. I would recommend this course to other lower elementary teachers.
- This course has opened a whole new avenue of teaching concepts through another media – PE. All core subjects can be worked into a PE curricula which makes it exciting and pertinent to the students. I enjoyed taking this course, and will incorporate what I have learned into my teaching.
- This was an outstanding class. Having had a PE teacher at our school the past 15 years, it was great to be retrained in PE and get a plethora of ideas and grade level appropriate materials. The team was great and helpful, the activities were appropriate and the class size worked well. My only complaint was the parking. Otherwise this was an exceptional class.
- Through this course, I gained more than I expected to. It was a very enjoyable learning experience for me. The teachers were very supportive and were there to answer my questions and concerns. I like that they were willing to assist me during the PE lessons.
- Very good course, I learned many new things.
- Well organized.

Semester 2

Central – Lifetime Fitness for All Children (11)

- Class content was great, but materials and course details need to be more detailed and organized.
- Course was very beneficial. The instructors were well educated and willing and able to help with anything that we didn't understand. Hope we have many more PE classes in the future.
- It was a great course and hopefully will get another one this this again.
- Provides a thorough foundation to the modern PE program.
- The Fitness for Life K-6, is a great resource to use & connects to the Wellness program. The DVD's & CD's are great to use as well. Mahalo...
- The material was very helpful and the content was easy to take back to my class and implement. The students took to it very easily and enjoyed all of the activities.
- This course was very beneficial especially the book that was provided. I made good use of the DVD's in the back of the book. Exact demonstrations for the children to copy for movement. Wish all other courses included a DVD to clarify visually what the course can do.
- This course benefitted me in supporting my continuous growth in understanding how to confidently create and execute appropriate assessment strategies and in creating rubrics that are clear and concise.
- This was such a great course to take. It taught me how to create developmentally appropriate physical education lessons that addressed the HCPS III standards and benchmarks. I also learned how to integrate P.E. with other subject areas. I am so grateful to have learned so many valuable things from a course that offered free of charge. We also got a book filled with helpful lesson plans. I am very glad that I had the opportunity to take this professional development course.
- Very good course!
- Wonderful course!

Kauai – Nutrition with School Gardens Central/West (4)

- A garden-based curriculum motivates the students to learn about the math, science, and language arts in a fun and engaging way.
- I would have like to course to be longer. I felt from February until May was too short of a time to really learn enough to take back to the classroom. Regardless, the content was outstanding and inspirational!
- This was a great course that I would love to take again once I have implemented what I learned. There was a lot of useful information that I would love to use, but I had to start basic.
- Very educational. I believe this would be a course to have during fall rather than spring so students will be able to begin a garden at the beginning of the year and at the end of the year, they will be able to see what their garden produced.

Windward – Physical Education, Nutrition, and Wellness for Elementary Schools (3)

- Fitness for Life has many activities. No assessment or rubrics included. Each lesson requires teacher made assessments and rubrics. Fitness for life includes fun and engaging activities. Course would have been beneficial if instructor focused on each benchmark or a benchmark for each standard and see how Fitness for Life can fit to HCPS. Course content disorganized at times and not clear.
- I would have liked if the course allowed us to break into grade level groups to discuss, collaborate, and give peer feedback on each lesson plan so that we would be better prepared for our learning portfolio. It would have also been nice if each week we pulled a P.E. lesson from the curriculum and tried it in class.
- Should have a check list of portfolio requirements and when each requirement was gone over in class for those who did not catch it or worry about it until the final class session. Sample portfolios to look at or one sample portfolio lesson would be nice.

State – Using Sexual Abuse and Dating Violence for a Safer Environment (4)

- Educational and informative class. Learned a great deal and I'm more comfortable with the topic.

- Please continue to offer this course for others to take. It is a great course for counselors and teachers and I've learned so much from taking it.
- Teaching high school students opens up the possibilities for the unknown. Today's students continues to change, but at a rapid pace. This class provided me with the tools to prepare myself to prevent, educate, and handle a sexual harassment situation.
- This course is applicable to my job as a school counselor. The lessons are easy to implement since they are already created and aligned to the standards. The instructor is great, and the guest speakers help to bring to course full circle.

State – Teaching Boundaries and Communication Skills to Prevent Sexual Abuse (3)

- Course was an excellent resource that, I believe, should be in all students curriculum.
- I truly enjoyed this course and implemented the curriculum to my full potential. I conducted 33 guidance lessons within 2 months. All of our K-3 classrooms received three guidance lessons on Sexual Abuse prevention.
- This was a very informational course. I learned a lot about the statistics and feel very knowledgeable about the topic of sexual abuse prevention. The course provided detailed lessons and plans to help me teach the curriculum to my class. I will continue to provide prevention strategies to my students in the future.

State – Health Promotion to Prevent & Reduce Risk for Health Problems (1)

- Cathy was great with us she is very supportive with ideas for health content and very resourceful. Thanks for a great class!

State – Active Lifestyle and Motor Skill Attainment through Special Olympics (5)

- Excellent course, excellent instructors. Would recommend this course to all PE/SPED teachers!
- I really appreciated the RT's willingness to work with my students to provide assistance/suggestions for me on more effective ways to work with my students.
- I really enjoyed the active participation level in this class and that the class meetings involved sharing with other participants and reflection.
- Thank you.
- Very standard oriented course for the severe special education students.

APPENDIX H: State Conference Session Descriptions

HAHPERD - Annual Statewide Conference - May 5, 2011

SESSION DESCRIPTIONS

Session One 9:25 a.m. – 10:25 a.m.

Presenter(s)	Title	Audience	Description	Facility
Jan Combs Co- Presenter: Dr. Charles Morgan	Increase Student Success & Teacher Satisfaction: Effective Management Strategies for PE	PreK – HS PE	Studies show that classroom management influences student learning more than curriculum and instruction. Unfortunately, poor management skills often result in poor student performance and low teacher satisfaction. In this activity session, learn how to create a positive learning environment for all students and teachers. Learn research-based strategies on how to structure class, maximize activity time, and create an inclusive, caring, and encouraging class environment.	Gym 1 Session 1 9:25 – 10:25
Leighton Nakamoto Co- Presenter: Mark Makimoto	Indoboard: Beginner to Advanced	MS & HS PE	Aloha, Please join us as we share our experiences of using the Indoboard in Physical Education class at Kalama Intermediate School. We welcome ALL teachers (Indoboard experienced or not) to learn, share, and enjoy this highly engaging and versatile activity. Our objectives are to share basic to advanced activities and assessments we use in our classes. Resources will be available. WE LOOK FORWARD TO MEETING YOU!	Gym 2 Session 1 9:25 – 10:25
Gloria Ilagan Co- Presenter: Duke Hartfield	The New PE “Fun and Games with the Big Blue Ball”	MS & HS PE	“Fun and Games Working with the Core Stability Balls” Learn how to have strong core with the core stability balls. Engage the whole class with old and new games using core muscles to have a fun and exhilarating workout	Klum Gym Session 1 9:25 – 10:25
Jane Panicucci	Achieving Fitness: An Adventure Approach to Teaching Fitness	Elem. - HS	This will be a participatory session incorporating activities from Project Adventure’s newest text <i>Achieving Fitness, An Adventure Activity Guide</i> , by keynote speaker Jane Panicucci. Jane will facilitate a series of adventure style activities addressing the health related fitness components of cardiovascular, flexibility, and muscular strength and endurance. Incorporated into the session will be additional theory and author comments about teaching fitness using Adventure Play.	SHRF Main Floor 9:25 – 11:45
Julienne Nakano Co- Presenter: Amber McKinley	Interactive Sexual Health Education Activities in the 21st Century	Elem. – HS Health	This interactive and hands-on health session will help you empower students from elementary to high school with the knowledge and skills they need in the 21st century. Participants will have fun while learning how to infuse relevant and up-to-date teaching methods into the classroom. Participants will be provided with copies of the presented activities so they may immediately implement them into their classrooms! Come and join the fun.	SHRF 102 Session 1 9:25 – 10:25

Zenaida Sawyer	Mighty Milers – Nationally – Funded run/walk program	Elem. & MS PE	Mighty Milers is a school and community based program sponsored by the New York Road Runners Foundation, grades K-8, teaching the healthy habit of running and/or walking for physical fitness and well being. Come and learn all about the nationally funded program and how you can incorporate it into your school.	SHRF 103 Session 1 9:25 – 10:25
Brynne L. Caleda Co-Presenter: Diana Hahn	Yoga Ed.: Yoga Tools for Classroom Educators	PreK – HS PE	In this transformational 2 hour workshop educators will learn 4 basic Yoga techniques (Yoga Breathing, Poses, Games and Relaxation) that they can apply in their daily lives and classrooms. The Yoga Ed. curriculum meets all national and state of Hawaii Physical Education Standards.	Studio 2 Session 1 & 2 (2 hours) 9:25 – 11:45
Tonnedda Annette Washington	ZumbaAtomics 1	Elem. PE	What's the Deal? Zumbatomic: The Fitness Program Sure, chillin' out is cool. But rockin' out is a blast! That's why you're gonna love the Zumbatomic fitness program for kids. Its' a fast forward fusion of the Zumba program's moves (salsa, cumbia, reggaeton, hip-hop and more) and high octane workouts designed to let kids ages 4-12 max out on fun and fitness all at the same time. Safe and effective, kids can't wait to get into the Zumbatomic groove. Watch their energy and fitness levels soar as they get the groove.	Studio 3 Session 1 9:25 – 10:25
John K. Spencer Co-Presenter: Laiana Kanoa-Wong	Including Hawaiian Culture in Our Physical Education Curriculum	HS PE	This presentation will display and teach how to utilize Hawaiian culture in the Physical Education Curriculum. The focus will be on teaching and practicing a game that requires skills such as throwing, dodging, strategizing, and teamwork. The ability to think ahead and formulate a strong team plan is essential to being successful. All of these skills are easily transferable to general life strategy and overall health and fitness. All schools are encouraged to participate since Hawai'i is our home, and our students are children of the land. E ku i ka Hawai'i, imua e na poki'i!	Ching Field Session 1 9:25 – 10:25
Razia K. Zelko	Thinking About Abstinence	HS Health	As a health teacher or a trusted adult in young people's lives, do you sometimes stumble when it's time to talk about sex? This interactive presentation will help you examine and clarify your own feelings surrounding sexuality issues. It will help you assist your students in examining their own beliefs about abstinence and help them use their own critical thinking skills to understand the consequences of sexual behavior.	Lecture Hall Session 1 9:25 – 10:25
Amy Spence	S'cool Moves: Improving Physical and Academic Fitness	Elem. PE/APE	Many people consider movement only for physical health and recreation. PE/Adapted PE professionals have a unique contribution to the development of student learning. This presentation will introduce the S'cool Moves program, developed by a reading specialist and occupational therapist. The movement activities help with calming, focusing, core posture, vision skills and facilitating right/left brain integration. S'cool Moves creates an inclusive environment where all children can be successful. Come participate in this active, hands-on presentation that will have you eager to go back to school on Monday!	PE/A 246 Session 1 9:25 – 10:25

* An additional class was added to session 1 (Curt Okimoto teaching Disc Golf)

SESSION 2 10:45 a.m. – 11:45 a.m.

Presenter(s)	Title	Audience	Description	Facility
Tracy Taylor Co-presenters: MS students	They Are the Future: Teach Them to Lead Through Social and Popular Dance	MS PE	Learn all about the Dance Assistant Program at Kapolei Middle School. Come prepared to be surprised and to have fun. Be introduced to a curriculum that meets the requirements of Relationships, Relevance and Rigor. A short video presentation will show the student's yearly progression in the program. Students will present evidence of their academic work in an integrated differentiated curriculum setting. Take part in fun physical activities that can be taken back and used in your classrooms.	Gym 1 Session 2 10:45 – 11:45
Tony R. Larkin	Effective Technique and Programs for Bodyweight	HS PE	Come learn about the best and cheapest form of exercise; this session is all about body weight training! Learn correct techniques, proper coaching cues, and different methods to structure a fun, effective workout for you and your students.	Gym 2 Session 2 10:45 – 11:45
Alvin Mariteragi	Golf for Everyone! Have fun with the latest technology	HS PE	Calling all gofers and non-golfers! Learn how to teach golf indoors and outdoors. Learn how to balance instructional and activity time to keep your students on task. Discover simple and easy ways to collect student evidence and create performance assessments that meet the HCPS III. Acquire simple management skills to introduce, maintain, distribute, and put away equipment quickly and efficiently. Most importantly <u>have fun with your students using the latest golf technology</u> . Once you start your won't want to stop!	Klum Gym Session 2 10:45 – 11:45
Jane Panicucci	Achieving Fitness: An Adventure Approach to Teaching Fitness	Elem. - HS	This will be a participatory session incorporating activities from Project Adventure's newest text <i>Achieving Fitness, An Adventure Activity Guide</i> , by keynote speaker Jane Panicucci. Jane will facilitate a series of adventure style activities addressing the health related fitness components of cardiovascular, flexibility, and muscular strength and endurance. Incorporated into the session will be additional theory and author comments about teaching fitness using Adventure Play. (CONTINUATION OF SESSION 1)	SHRF Main Floor 9:25 – 11:45
Kathleen Stofocik Co-Presenters: Sonia Blackiston, Razia Zelko	I'm Askable: How to be an 'Askable' Adult	Upper El. Health	As a health teacher or a trusted adult who works with youth, do you ever feel uncomfortable when a youth asks you a question about sexuality, puberty changes or relationships? Do you feel like they caught you off guard with the subject matter? During this interactive breakout session, participants will utilize skills and techniques on how to communicate more effectively with youth and learn how to answer difficult questions youth may ask.	SHRF 102 Session 2 10:45 – 11:45
Matthew P. Birmingham	Enhancing Physical Education through the Elective Recreational Leadership	MS PE	An in-depth look at how the Recreation Leadership elective can be utilized to enhance your P.E. program. Learn ways this career-based elective can improve student leadership and teambuilding skills. Learn how Recreational Leadership serves as a complimentary curriculum to the PE program by providing in-class learners, assisting with school-wide intramurals, student facilitated teambuilding activities and greater community involvement.	SHRF 103 Session 2 10:45-11:45
Brynne L. Caleda	Yoga Ed.: Yoga Tools for Classroom Educators	PreK – HS	In this transformational 2 hour workshop educators will learn 4 basic Yoga techniques (Yoga Breathing, Poses, Games and Relaxation) that they can apply in their daily lives	Studio 2 Session

Co-Presenter: Diana Hahn		PE	and classrooms. The Yoga Ed. curriculum meets all national and state of Hawaii Physical Education Standards. (CONTINUATION OF SESSION 1)	1 & 2 (2 hours) 9:25 – 11:45
Tonnedda Annette Washinton	ZumbaAtomics 2	MS & HS	Another high styled Zumba energy workout but geared for the older student. Workouts have never been more exciting!	Studio 3 Session2 10:45 – 11:45
Michelle I.F. Schiff	Small Ball – Functional Fitness	PreK - HS PE	Looking for a new way to integrate fitness into your lesson plans by incorporating small balls? This session will show you ways to use a small ball during a warm-up, balance training, core stabilization, strength and endurance training. This workout will be a mix of functional exercises as well as Yoga & Pilates inspired poses.	Studio 4 Session 2 10:45 – 11:45
Lisa Hockenberger Co-Presenters: Denise Darval- Chang Nancy Graf	Geocaching and Scavenger Hunting for Physical and Cross Disciplinary Education	Elem. - HS PE	The sport of geocaching has promoted physical activity for over 10 years with more than 1,000,000 hidden caches. Learn how to use this high tech sport in your physical education classes as well as the cross-curricular integration that can accompany it. Scavenger hunts have been a part of party and social scenes for centuries: learn how to bring this old game to life using technology and heart rate monitors to increase cardiovascular fitness.	Ching Field Session 2 10:45 – 11:45
Holly M. Manaseri Co-Presenters: Michelle Pelersells, Denise Uehara, John Hoomanawanui, Naomi Manuel	Pono Choices: Promising Practices for Middle School Teen Pregnancy and STI Prevention Curriculum	Middle School Health	Pono Choices is a Tier 2 funded Research and Demonstration grant through the Office of Adolescent Health designed to develop and field-test an innovative approach to preventing teen pregnancy and STIs through an original culturally relevant , evidence based and medically accurate middle school curriculum. The presenters will provide an overview of the curriculum and offer “teach back” opportunities for participants to become familiar with the hands-on culturally based strategies and activities included in the Pono Choices curriculum.	Lecture Hall Session 2 10:45 – 11:45
Peggy Crowell	Using Portfolios in Physical Education	MS PE	Learn how portfolios can support your curriculum and enhance student learning. This session will provide you with a basic framework to set up portfolios in your classes. Topics that will be discussed include assessments, fitness records and student feedback/communication.	PE/A 246 Session 10:45 – 11:45

Session 3 12:50 p.m. – 1:50 p.m.

Presenter(s)	Title	Audience	Description	Facility
Russell Ogata Co-Presenter: Debbie Leong	Swing Across the Hemisphere With Indian Clubs	Pre-K - HS	This activity can be used in conjunction with a present program or by itself as a fitness unit. Circular strength training, coordination through rehabilitative, restorative exercises that has been rediscovered in the 21st century. Basic moves used individually and in combination with other movement forms to create a total body workout and then some.	Gym 1 Session 3 12:50 – 1:50
Brandy Richardson Co-Presenter: Elyse Umeda	Physical Education Crossfit Workout	HS PE	Crossfit is a sole training method, delivers you a program that is broad, general, and inclusive. Workouts consist of varied combinations of weightlifting, gymnastics, and mono-structural Metabolic Conditioning (Cardio). Our workout produce real, measurable results for all levels of fitness – children to adults, and everything in between – because of its universal scalability. You are able to adjust the load of a lift, length of a workout, and/or the intensity in the workout. Activities to be covered are: Baseline Work of Day (WOD), Crossfit Baseball, and Team WOD.	Gym 2 Session 3 12:50 – 1:50
Orlando B. Oxiles	National Archery in the Schools Program: Improving Life's Quality	HS PE	Introduction to National Archery in the Schools Program (NASP) Learn the break down of the 11 steps to successful archery. Demonstration of the 11 steps - actual shooting of arrows safely. Question and Answer period	Klum Session 3 12:50 – 1:50
Jane Panicucci	Creating Healthy Habits: An Adventure Approach to Teaching Health and Wellness	Elem. To HS	This workshop is intended for health and physical educators interested in applying a dynamic, interactive approach to their health and wellness curricula. Participants will learn adventure activities that can help teach state and national standards for health education as well as new ideas for augmenting current wellness programs. The workshop will be based on Project Adventure's book, <i>Creating Healthy Habits: An Adventure Guide to Teaching Health and Wellness</i> .	SHRF Main Floor Session 3 12:50 – 1:50
Jennifer Mitchell	Sexual Violence Prevention: Resources for Elementary Students and School Staff	Elem. Health	All children are at risk of being sexually abused. Over 90% of child victims are abused by someone they know and the majority do not disclose the abuse when it is happening. At the Sex Abuse Treatment Center (SATC) over 50% of our clients were below 17 when they were abused. Learn more about how you elementary school staff can help prevent child sexual abuse and its serious impacts. Learn about DOE approved curricula aligned with health standards, free training and resources available to you and your elementary students. Handouts provided.	SHRF 102 Session 3 12:50 – 1:50
Cathy Kahooanohano	Got Skills? Saying “No” to Bullying and “Yes” to Emotional Health	MS Health	Physical Fights! Angry Words! Dirty Looks! This presentation will provide the Middle School Teacher with Ideas and strategies to help their students answer to bullying situations. Participants will engage in activities, and be provided with lessons to empower their students with coping and stress management skills to strengthen their emotional health.	SHRF 103 Session 3 12:50 – 1:50
Paula Crabb	Flowing Into Fitness with Yoga	MS & HS PE	Compliment your PE class with yoga to recharge and rejuvenate by using mind/body disciplines to enhance physical health and mental clarity. You will be guided through simple yoga postures, breathing and relaxation techniques that challenge the body & calm the mind. This class will break down the precise actions of postures to enhance body alignment, flexibility, core and muscular strength. Postures will be presented in an easy to follow manner with	Studio 2 Session 3 12:50 – 1:50

			modifications for all levels. Movements are coordinated with the breath to help quiet the mind.	
Dr. Roberto Quintana Co-Presenter: Dr. Lindy Valdez	Body Composition Analysis	HS PE	Body Composition Analysis. This session will cover the four most popular techniques for body composition: Bioelectrical Impedance, Skinfold, Waist Circumference, & Hydrostatic Weighing. We will review proper technique and calculations for fat free mass, fat mass and ideal body fat. Come prepared to get zapped, pinched and weighed.	Studio 3 Session 3 12:50 – 1:50
Sonia Blackiston	Abstinence, Condoms, and Pills, Oh My!	HS Health	“What is the best method of birth control?” Does this question make your pause? Learn how to effectively answer this common question using the Values Question Protocol and more regarding the different methods of contraception & birth control available today. Recent studies indicate that Hawaii’s youth rank dead last for condom use and below average for contraceptive use compared to youth nationwide. Get updated on all of the FDA-approved methods of birth control, empower youth to define abstinence for themselves and find out where and when young people can access family planning services.	Lecture Hall Session 3 12:50 – 1:50
Maile Kapuniai Co-presenters: Malachy Grange, Audrey Kanemori, Janie Tomihara, Deborah Knight	“Lunch Bunch” A Wellness Education Group for Elementary School Students	Elem. Health	“Lunch Bunch” is a school-based wellness program for elementary school students who are at-risk for weight related health problems. It was developed in 2009 by participating public schools, Public Health Nursing and other community partners. This 8 week fun and interactive program focuses on healthy food choices and the benefits of physical activity. Got 5-2-1-None? Come and join us for a fun and hands-on session!	PE/A 246 Session 3 12:50 – 1:50

APPENDIX I: State Conference Future Topic Suggestions

State Conference – Qualitative Comments

What future topics are you interested in learning more about?

Specific PE Games, Lessons, and Activities (16)

- More crossfit ideas (3)
- Bosu Ball
- Battling Ropes (power conditioning ropes)
- TRX (suspension trainer)
- Plyometrics
- Kettleballs
- Small ball exercises
- Yoga
- Bodyweight exercises
- Flag activities
- Barre workout – Barre (Active ballet movements)
- Drums alive
- Land paddling
- Weight resistance training concepts

Curriculum and planning (10)

- PE Portfolios (3)
- Individual Fitness plan
- Class Management
- Grades K-2 programs/lessons
- GLO's [general learner outcomes] for PE
- Curriculum overview
- More class organization and daily planning for efficiency
- More indoor activities for rainy days

Health and Nutrition (9)

- Health topics (e.g. bullying, drugs [meth], sex)
- More elem health breakouts
- More HS health breakouts
- More MS health breakouts
- Health workshops
- More Health Education Breakouts (yet...session 1, 2, & 3 incredible speakers, although few health breakouts...outstanding!)
- Sexuality
- Nutrition & physical activity
- Healthy Relationships/Dating, and Teaching middle school students to recognize real love

Assessment and Data Collection (7)

- Standards Based grading
- Summarize assessments tests for PE such as skills tests with rubrics along with written tests for qtr/sem grades
- Physical Education curriculum/assessment
- How to get more accurate results using the Fitnessgram
- Data collection: fitness, student fitness portfolios (K-12)
- Assessment for new Report Card

- Assessment/Data

Fitness (7)

- Fitness programs – middle/HS
- Fitness
- Adventure fitness
- Fitness games
- PE activities
- Continued fitness-based activities
- Fitness club activities: turbo kickboxing, body pump

General PE Activities (5)

- More opportunities to learn more PE activities
- Active games inside the classroom
- Innovative PE activities
- More project adventure
- Different types of non-traditional sports (e.g. speedball, handball, etc.)

Other Comments (4)

- What type of shoes you should wear for your individual fitness program...running shoes, walking, crosstraining...Does it make a difference?
- Research based presentation on exercises, movement and fitness
- Team challenges
- PE equipment: creating your own, making it last (years)

Technology (4)

- Heart rate monitors (2)
- Using technology
- Technology in PE classes 21st century – connecting the World

Physical Education Integration (3)

- Integrated Projects (PE/Science, PE/Math)
- How to adapt for SPED (vi, physical imp)
- Integrate Hawaiian Culture into PE

Your constructive comments are valuable

Areas for improvement (10)

- PA system was too low in volume. Couldn't hear lunch time announcements
- Alvin – we couldn't hear you in Klum Gym – too much echo!!!
- Rooms were NOT clearly marked/mapped out & easy to find – 4 people commented on it besides me
- I was still hungry...
- I was unable to understand the map...got lost, yet, friendly people assisted
- More vendors
- More elementary-level sessions
- Zumba could have done a bit more – (eg. Handouts of routines)
- Move the conference to the Fall
- Sad to see that enrollment seems to be dropping over the past few years

Positive remarks (6)

- Great job overall
- Awesome choices of break outs, good variety
- Like having conference late in the school year. Great workshop. Love hands on workout instead of lecture.
- Great location

- The yoga and crossfit were excellent classes
- I'm very glad that I attended my 1st HAHPERD conference. I look forward to attending more.

Thank you (4)

- Thank you for persisting & keep the dream alive
- Thanks for all of your time and making this conference happen
- Thank you for having organized this encouraging and very useful & helpful
- Awesome job all the way around – mahalo for all of the hardwork!

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					

SOFIT SUMMARY FORM

School _____

Teacher name _____

Observer ID _____ Date _____ Grade _____ Lesson Length _____ min

Total observed intervals _____

Student activity	PAGE					
	1	2	3	4	5	TOTAL
1. lying down						
2. sitting						
3. standing						
4. walking						
5. vigorous						
Lesson context						
Management (M)						
Knowledge (K)						
Fitness activity (F)						
Skill practice (S)						
Game play (G)						
Other (O)						
Interactions						
Promotes Fitness (P)						
Demonstrates Fitness (D)						
Instructs Generally (I)						
Manages (M)						
Observes (O)						
Other Task (T)						

SPECIAL NOTES:

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: Response Rate for Student Surveys

Model School Baseline Surveys – Response Rate

District	Model School	Content Area	Grades that Completed Surveys	# of Surveys Provided	# of Completed Surveys	Response Rate
Windward	Laie Elem	NE	4th-6th	237	182	76.79
Windward	Kainalu Elem	PE	4th-6th	174	32	18.39
Honolulu	Jarrett Middle	PE	6th-8th	97	N/A	N/A
Maui	Kalama Inter	PE	6th-8th	509	213	41.85
Kauai	Waimea High	PE	9th-12th	280	5	1.8*
East Hawaii	Waiakeawaena Elem	HE	2nd-3rd	264	197	74.62
			4th-5th	246	158	64.23
			Grades 2-5	510	355	69.61
Central	Red Hill Elem	PE	1st-3rd	161	37	22.98
			4th-6th	138	16	11.59
			Grades 1-6	299	53	17.73
Honolulu	Kauluwela Elem	NE	1st-3rd	190	119	62.63
			4th-5th	120	80	66.67
			Grades 1-5	310	199	64.19

* Waimea intends to administer the survey again in the Fall of 2011 along with Kealakehe.

APPENDIX L: Model Schools – Comments from Resource Teachers (Kalama)

Successes, Concerns, Barriers or Major Issues Identified by Each Model School

KALAMA INTERMEDIATE

Successes:

- Leighton and Mark have been exceptional in providing physical education activities that are enjoyable and beneficial to healthy students. Their program has been at the forefront on the “new PE.” The state has adopted many of the new ideas that they have in place at Kalama Intermediate. Leighton and Mark have presented at conferences, workshops, and schools on various types of PE activities. Leighton showed how students with disabilities were able to participate in physical activities in a positive way. Leighton and Mark with the support of their principal are also available to present not only at their feeder schools but schools outside of their complex and at the statewide middle school conference.
- The master schedule is student driven. The principal has shared that if the students sign up for more PE courses, it will be offered. The principal, Mr. Costales, has been very supportive of the Physical Education program. He approved the travel and substitutes and travel for Leighton and Mark to go to Pukalani School for their annual Fun Run. This is the third time they have provided lessons, activities, and equipment for the students. The 5th graders had the opportunity to use Trikkes provided by Kalama and the Maui District resources. The 4th graders and a 3rd grade class had the opportunity to participate in the game called Asteroids. The students were engaged in the activities and had a lot of enjoyment.
- The major success is to have a student have her written work published. Sarah Holter was an 8th grader at Kalama Intermediate when she wrote this article that was published in Womens Surf Style Magazine. She is presently a 9th grader at the Kamehameha Schools Maui Campus. The article, “FITNESS in the Aloha State,” is written from her viewpoint and expresses the value of exercise. The article has Sarah explaining and demonstrating the various new PE activities such as Land paddling, Surf ball, Hamboard, and Indo Board. The student’s that Leighton have taught have a clear understanding of the physical activities and are able to communicate clearly and effectively. They also have a clear understanding on what is proficient and advanced when assessing.
- The school community attitude in regards to physical activity is very good. The school has been recognized many times for their innovative physical education activities. The PE program will continue to forge forward with new and innovative ideas.
- Last school year, Leighton applied for a grant that was approved by DOH for satellite activity room for students to participate in physical activities. The PE program does provide activities for students to participate in during times other than PE class. The PE program through CSHP was able to secure a lot of equipment for students – Indo boards, TRIKKES, DDR, Land Paddling. They also have a climbing wall that was put together by the community.
- Kalama Intermediate School Physical Education program has continued its professional sharing at the HAHPERD state HPE conference. Leighton Nakamoto and Mark Makimoto presented a breakout on Indo Boards - Beginner To Advanced. They had an opportunity on sharing what they do with the Indo Boards at the different grade levels. They also shared the different assessments they had for their different classes: 6th grade PE, 8th grade PE, and Body Conditioning. I also had Ron Shimizu present at the HAHPERD conference for professional development. Teachers and participants were able to walk away with new ideas and assessments. The teachers were also able to connect with other PE teachers to share equipment and here other options.
- Leighton also had three of his students explain and demonstrate Battling Ropes. The types of ropes that were used in this activity were the heavy ropes used for climbing. The students wrap the ropes around a post (basketball support) and demonstrate various skills such as drum beat, together, over and unders...The skills was taken to another level when demonstrated while balancing on an Indo Board. The students that demonstrated the activity had a great workout and were very good communicators. Leighton has a willingness to have his students share, demonstrate, and explain the various skills of the physical activity.
- On Saturday, January 29, 2011, Leighton had some of his students demonstrate various Physical Education activities that Kalama Intermediate students participate in. The Transition Breakfast is for any incoming students – Exhibitions were in TRIKKES, rockwall, ropes, Indo Board, DDR, and Land Paddling.

Concerns/Barriers:

- It was shared by Leighton that not all Physical Education teachers are following best practices. It will be a task to change the mindset and teaching of some of the teachers to what is best for the student based on current research and best practices.
- Although Leighton has concerns with one PE teacher that continues to do PE activities not supported by the PE organizations – he does do activities such as social dance and his students are actively engaged.
- One of the PE teachers is on medical leave at this time. I may have to work with the substitutes in an attempt to follow the Action Plan that the school will formulate. The teacher returned the last quarter of last SY and just went on leave in October 2010. The weight training teacher is a long time teacher and does his own thing. It may be task to work with him. This year, there have been a number of different substitutes for Mr. Tobita's Physical Education classes. They are familiar with the substitutes and some are doing well but it will be task to really get some good data.
- Time to complete some of the deliverables will always be a concern as teachers have other responsibilities as well. I will be supportive and able to provide assistance as needed.
- I have concerns that the governor has frozen the funds for the DOE. That means that the monies that were set aside for the model schools also have been frozen. The monies will be needed for paying for teacher substitutes, travel, and equipment and supplies as needed. This was part of the model school agreements that we would have monies set aside for the model schools. This monies also affect professional development.

General Comments:

- The PE areas are well used throughout the day – the classes don't really have a classroom to meet (one portable that has Leighton and Mark's office and PE equipment). The four classes usually meet in front the classroom/lockerrooms. They have a county park adjacent to the school to be used for PE programs. They also share the courts with the Hawaiian Immersion class for their PE. They have a covered walkway that can be used because of rain.
- I have had the opportunity of meeting with all 5 PE teachers. Leighton has decided that he will not be the department head for PE next year. Mark Makimoto will be taking the lead. All PE teachers have shared their comments with me.
- The 6th graders at Kalama Intermediate are on a Wheel. The 6th graders have only on quarter of Physical Education. They rotate to three other classes such as ukulele...The 7th graders have a semester of PE. Most of the students that Mark Makimoto teaches have PE for the year – Body Conditioning...
- I have been working with Leighton and Mark on the development of the Action Plan. This year will be a time to really make decisions as to what the Action Plan will look like at Kalama Intermediate School. Through my discussions with Leighton, the Action plan should reflect what Kalama Intermediate School has done in the past and also a plan to make the PE program better. Like in any school, you will have good teachers in a department but not necessarily all of the teachers. It will be a task to get all of the teachers on board. The draft plan had to have the essence of the Physical Education department. Leighton explained that their strengths were on professional sharing, history, and assessments. The plan made an effort to express these strengths. There will need some coordination to streamline a common physical fitness assessment. It is not that they are not doing fitness assessments but rather to find some common test for a vertical alignment. It will be a task as they have assessments and records of student performances.
- The next steps will be distributing the parent permission forms and conducting the surveys. Leighton shared that a lot of the staff at the school (whole staff including the office staff), are feeling overwhelmed with all of the things/expectations...at the school. Note that because the enrollment changes each quarter for the 6th graders – may need to check if we have the correct number of surveys. Also some of the students are in more than one class – they could be in Body Conditioning. I will work with Leighton to sort things out. I am hopeful the other teachers are supportive of the survey.
- The school baseline surveys have been completed. Leighton shared that they would have wanted more participation. The UH Evaluation team did an evaluation on April 28, 2011. Kalama has 5 PE teachers – each teacher did their own PE lessons and activities. The students that I observed were actively engaged in their activities. There were no students that were not actively participating in activities. The attitude was very positive in regards to physical activities. The school also has wellness activities available for the staff.
- Mark created a lesson plan for the 5th grade students at Waihee School. The combined 5th grade classes participated in an Indo board lesson that was provided by equipment by Kalama School and the Maui

District resources. IRA PE teacher, Donald Miyashiro retired this past school year, and Waihee School no longer has that position. The comments pre/post from the students were very interesting. A few students commented that they did not like PE but their attitudes changed during the class. All the students were engaged and had fun participating in the activity. Mr. Costales again approved the travel for Mark and Leighton. District funds were used to cover their substitutes. There is a plan to return to the school for a second time as students will be practicing and developing their skills.

- Kalama Intermediate School model middle school PE program is moving forward and have plans to continue to do professional sharing. Discussion has been made to present at the AAHPERD convention next year. Leighton also shared the various PE activities at the 6th grade Standards Night. Leighton has also offered his PE equipment/facility if we choose to setup an archery certification from DLNR.

APPENDIX M: Presentation for Model Schools SAWS Results

Progress Towards Implementing the Wellness Guidelines in 8 Healthy Hawaii Initiative Model Schools

Results from the 2009-2010 Safety and Wellness Survey (SAWS)

Healthy Hawaii Initiative Evaluation Team
April 2011

Introduction to the Safety and Wellness Survey (SAWS)

- SAWS uses 50 questions to help measure implementation of the Wellness Guidelines (must be implemented by June 2011)
- Administered to public school principals
- 225 schools completed the latest SAWS (~90% response rate)
- 8 of the 9 HHI Model Schools completed SAWS for the 2009-2010 SY (Waiakeawaena Elementary did not submit SAWS)
- This presentation will summarize a select set of SAWS indicators for the 8 Model Schools

Was a designated Wellness committee or council in place to address school health issues? (#2)

School	YES / NO
Elementary	
Kainalu Elementary (K-6)	Y
Kauluwela Elementary (K-5)	N
La'ie Elementary (K-6)	N
Red Hill Elementary (K-6)	N
Secondary	
Jarrett Middle (6-8)	Y
Kalama Intermediate (6-8)	Y
Waimea High (9-12)	Y
Kealahou High (9-12)	Y
TOTAL	5 (62.5%) / 3 (37.5%)

Was the School Health Index completed by your school this year? (#3)

School	YES / NO	Who Completed SHI
Elementary		
Kainalu Elementary (K-6)	N	-
Kauluwela Elementary (K-5)	Y	Principal
La'ie Elementary (K-6)	Y	Principal
Red Hill Elementary (K-6)	N	-
Secondary		
Jarrett Middle (6-8)	Y	Wellness Committee
Kalama Intermediate (6-8)	N	-
Waimea High (9-12)	Y	Wellness Committee
Kealahou High (9-12)	Y	Other
TOTAL	5 (62.5%) / 3 (37.5%)	

Which priority areas from the School Health Index did your school focus on this year? (#5)

Priority Areas	n (%)	Schools
Physical Education and Other Physical Activity Programs	6 (75.0)	Jarrett, Kainalu, Red Hill, Kauluwela, La'ie, Waimea
Health Education	5 (62.5)	Kainalu, Kauluwela, La'ie, Red Hill, Waimea
Health & Safety Policies & Environment	4 (50.0)	Jarrett, Kainalu, Red Hill, Kealahou
Nutrition Services	4 (50.0)	Kainalu, Kauluwela, La'ie, Waimea
Family & Community Involvement	4 (50.0)	Jarrett, Kainalu, Waimea, Kealahou
Health Services	2 (25.0)	La'ie, Waimea
Health Promotion for Staff	1 (12.5)	Waimea
Counseling Psychological and Social Services	0	-
None	1 (12.5)	Kalama

Which priority areas were reflected in your school's Academic and Financial Plan? (Check all that apply) (#6)

Priority Areas	n (%)	Schools
Physical Education & Other Physical Activity Programs	4 (50.0)	Kainalu, La'ie, Waimea
Health & Safety Policies & Environment	4 (50.0)	Jarrett, Kainalu, Kalama, Kealahou
Nutrition Services	3 (37.5)	Kainalu, Kauluwela, Waimea
Family & Community Involvement	3 (37.5)	Jarrett, Kainalu, Kealahou
Health Education	2 (25.0)	Kauluwela, Waimea
Health Services	0	-
Health Promotion for Staff	0	-
Counseling Psychological & Social Services	0	-
None	1 (12.5)	Red Hill

Did school faculty and/or staff receive information about the **Wellness Guidelines** this year? (#30)

School		YES / NO
Elementary	Kainalu Elementary (K-6)	Y
	Kauluwela Elementary (K-5)	Y
	La'ie Elementary (K-6)	Y
	Red Hill Elementary (K-6)	Y
Secondary	Jarrett Middle (6-8)	Y
	Kalama Intermediate (6-8)	N
	Waimea High (9-12)	Y
	Kealahou High (9-12)	N
TOTAL (%)		6 (75%) / 2 (25%)

Nutrition and Health Education

In which **grades** did your school require **Health Education**? (check all that apply) (#18)

School		Grades that require Health Education
Elementary	Kainalu Elementary (K-6)	K, 1, 2, 3, 4, 5, 6
	Kauluwela Elementary (K-5)	K, 1, 2, 3, 4, 5
	La'ie Elementary (K-6)	K, 1, 2, 3, 4, 5, 6
	Red Hill Elementary (K-6)	K, 1, 2, 3, 4, 5, 6
Secondary	Jarrett Middle (6-8)	6, 7
	Kalama Intermediate (6-8)	7, 8
	Waimea High (9-12)	9, 10
	Kealahou High (9-12)	9

Which **grades** received the **recommended instructional minutes** of standards-based Health Education per week? (#19)

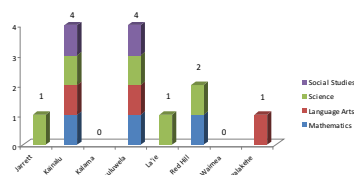
Required minutes of HE per week
K - 3 = 45 min
4 - 5 = 55 min
6 (Elem) = 107 min
6 - 12 = 200 min

School		Grades meeting the weekly requirement
Elementary	Kainalu Elementary (K-6)	K, 1, 2, 3, 4, 5, 6
	Kauluwela Elementary (K-5)	K, 1, 2, 3, 4, 5
	La'ie Elementary (K-6)	K, 1, 2, 3, 4, 5, 6
	Red Hill Elementary (K-6)	K, 1, 2, 3, 4, 5, 6
Secondary	Jarrett Middle (6-8)	6, 7
	Kalama Intermediate (6-8)	7, 8
	Waimea High (9-12)	9, 10
	Kealahou High (9-12)	9

All 8 of the Model Schools are currently meeting the required number of Health Education instructional minutes (for all grades that require Health Education in their school).

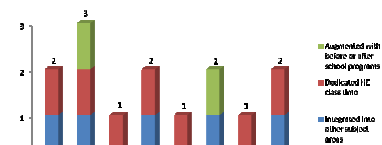
Into which of the following **curricula areas** was **Nutrition Education** integrated? (Check all that apply) (#20)

Curricula areas	n (%)	Schools	
		Elementary	Secondary
Science	5 (62.5)	Kainalu, La'ie, Red Hill	Jarrett
Mathematics	3 (37.5)	Kainalu, Kauluwela, Red Hill	-
Language arts	3 (37.5)	Kainalu, Kauluwela	Kealahou
Social studies	2 (25)	Kainalu, Kauluwela	-
None	2 (25)	-	Kalama, Waimea



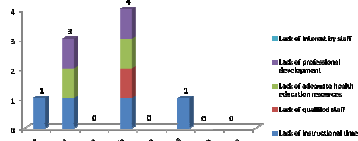
How were **Health Education** standards addressed? (#39)

Health Education Standards	n (%)	Elementary	Secondary
Dedicated health education class time	7 (87.5)	Kainalu, Kauluwela, La'ie	Jarrett, Kalama, Waimea, Kealahou
Integrated into other subject areas	5 (62.5)	Kainalu, Kauluwela, Red Hill	Jarrett, Kealahou
Augmented with before or after school programs	2 (25)	Kainalu, Red Hill	-



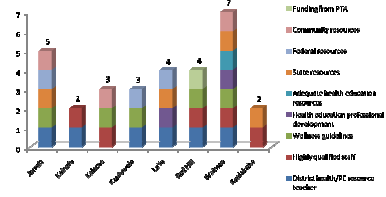
Which of the following were barriers for providing HE? (#41)

Topics	n (%)	Schools	
		Elementary	Secondary
Lack of instructional time	4 (50.0)	Kainalu, Kauluwela, Red Hill	Jarrett
Lack of adequate health education resources (e.g. demonstration models DVDs)	2 (25.0)	Kainalu, Kauluwela	-
Lack of professional development	2 (25.0)	Kainalu, Kauluwela	-
Lack of qualified staff	1 (12.5)	Kauluwela	-
Lack of interest by staff	0	-	-
None of the above	4 (50.0)	La'ie	Kalama, Waimea, Kealahou



Which of the following were facilitators for providing HE? (#42)

Topics	n (%)	Schools	
		Elementary	Secondary
District health/PE resource teacher	6 (75.0)	Kainalu, Kauluwela, La'ie, Red Hill	Jarrett, Waimea
Highly qualified staff	5 (62.5)	Kainalu, Red Hill	Kalama, Waimea, Kealahou
Wellness guidelines	5 (62.5)	Kauluwela, Red Hill	Jarrett, Kalama, Waimea
State resources	4 (50.0)	La'ie	Jarrett, Waimea, Kealahou
Federal resources	3 (37.5)	La'ie	Jarrett
Community resources	3 (37.5)	-	Jarrett, Kalama, Waimea
Health education professional development	2 (25.0)	La'ie	Waimea
Adequate health education resources (e.g. demonstration models DVDs)	1 (12.5)	-	Waimea
Funding from PTA	1 (12.5)	Red Hill	-



Did all food and beverages sold or provided to students comply with the Wellness Guidelines? (#7-14)

	School	Student Store	Vending Machine	Food Science Class	School Parties	School Events	School Clubs	Fundraisers	Athletic Concessions	TOTAL
Elementary	Kalaheo	Y	N/A	N/A	N	Y	N/A	Y	N/A	75.0%
	Kauaunohu	N/A	N/A	N/A	Y	Y	N/A	Y	N/A	100.0%
	Laie	N/A	N/A	N/A	N	N/A	N	N/A	N/A	0%
	Red Hill	N/A	N/A	N/A	N	N	N/A	Y	N/A	33.3%
Secondary	Jarvis	N/A	Y	Y	Y	Y	Y	N/A	N/A	100.0%
	Kalani	N	N/A	N	N	N	N	N	N/A	0%
	Waimea	Y	N/A	Y	N	Y	N	N	N	57.1%
	Kaulaheo	N	N	N	N	N	N	N	N	0%

*Only "Y" and "N" responses were included in the total percent for compliance. "Not applicable" responses were excluded.

Physical Activity and Physical Education

In which grades did your school require Physical Education? (#25)

School		Grades that require PE
Elementary	Kainalu Elementary (K-6)	K, 1, 2, 3, 4, 5, 6
	Kauluwela Elementary (K-5)	K, 1, 2, 3, 4, 5
	La'ie Elementary (K-6)	K, 1, 2, 3, 4, 5, 6
	Red Hill Elementary (K-6)	K, 1, 2, 3, 4, 5, 6
Secondary	Jarrett Middle (6-8)	6, 7, 8
	Kalama Intermediate (6-8)	6, 7, 8
	Waimea High (9-12)	10
	Kealahou High (9-12)	9, 10

Which grades received the recommended instructional minutes of standards-based Physical Education per week? (#26)

Required minutes of PE per week
K - 3 = 45 min
4 - 5 = 55 min
6 (Elem) = 107 min
6 - 12 = 200 min

School	Grades meeting the weekly PE requirement	
Elementary	Kainalu Elementary (K-6)	K, 1, 2, 3, 4, 5, 6
	Kauluwela Elementary (K-5)	K, 1, 2, 3, 4, 5
	La'ie Elementary (K-6)	K, 1, 2, 3, 4, 5, 6
	Red Hill Elementary (K-6)	K, 1, 2, 3, 4, 5, 6
Secondary	Janet Middle (6-8)	6, 7, 8
	Kalama Intermediate (6-8)	6, 7, 8
	Waimea High (9-12)	10
	Kealahou High (9-12)	9, 10

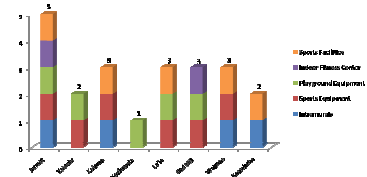
Similar to Health Education, all 8 of the Model Schools are currently meeting the required number of Physical Education minutes (for all grades that require PE in their school).

Did all students have **at least 20 minutes** a day of supervised recess? (#23)

School	YES / NO
Elementary	
Kainalu Elementary (K-6)	Y
Kauluwela Elementary (K-5)	Y
La'ie Elementary (K-6)	Y
Red Hill Elementary (K-6)	Y
Secondary	
Jarrett Middle (6-8)	Y
Kalama Intermediate (6-8)	Y
Waimea High (9-12)	Y
Kealahou High (9-12)	Y
TOTAL	8 (100%)

During recess, how were students encouraged to participate in moderate to vigorous activity during recess? (#24)

Ways students were encouraged during recess	n (%)	Schools
		Elementary
Sports Equipment	6 (75.0%)	Kainalu, La'ie, Red Hill
Playground Equipment	5 (62.5%)	Kainalu, Kauluwela, La'ie, Red Hill
Intramurals	4 (50.0%)	Jarrett, Kalama, Waimea, Kealahou
Indoor Fitness Center	2 (25.0%)	Red Hill



Did your school provide **support for participation in physical activity outside of PE** (e.g. intramurals, play equipment available, or a physical activity center)? (#22)

School	YES / NO
Elementary	
Kainalu Elementary (K-6)	Y
Kauluwela Elementary (K-5)	N
La'ie Elementary (K-6)	Y
Red Hill Elementary (K-6)	Y
Secondary	
Jarrett Middle (6-8)	Y
Kalama Intermediate (6-8)	Y
Waimea High (9-12)	Y
Kealahou High (9-12)	Y
TOTAL	7 (87.5%) / 1 (12.5%)

Does the school **use or withhold physical activity as punishment**? (#29)

School	YES / NO
Elementary	
Kainalu Elementary (K-6)	N
Kauluwela Elementary (K-5)	N
La'ie Elementary (K-6)	N
Red Hill Elementary (K-6)	Y
Secondary	
Jarrett Middle (6-8)	N
Kalama Intermediate (6-8)	N
Waimea High (9-12)	N
Kealahou High (9-12)	N
TOTAL (%)	1 (12.5%) / 7 (87.5%)

Does your school **prohibit withholding recess for disciplinary reasons**? (#36)

School	YES / NO
Elementary	
Kainalu Elementary (K-6)	Y
Kauluwela Elementary (K-5)	N
La'ie Elementary (K-6)	N
Red Hill Elementary (K-6)	N
Secondary	
Jarrett Middle (6-8)	Y
Kalama Intermediate (6-8)	N
Waimea High (9-12)	N
Kealahou High (9-12)	N
TOTAL	2 (25%) / 6 (75%)

How were **Physical Education standards** addressed? (Check all that apply) (#43)

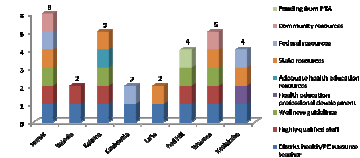
PE Standards	n (%)	Schools
		Elementary
Dedicated PE class time	8 (100.0)	Kainalu, Kauluwela, La'ie, Red Hill
Augmented with before or after school programs	1 (12.5)	Kainalu
Integrated into other subject areas	0	-

Which of the following were **barriers** for providing PE?
(Check all that apply) (#45)

Topics	n (%)	Elementary	Secondary
Lack of instructional time	2 (25.0)	Kainalu, Kauluwela	-
Lack of professional development	2 (25.0)	Kainalu, Kauluwela	-
Lack of adequate health education resources (e.g. demonstration models DVDs)	1 (12.5)	Kainalu	-
Lack of qualified staff	0	-	-
Lack of interest by staff	0	-	-
None of the above	6 (75.0)	La'ie, Red Hill	Jarrett, Kalama, Waimea, Kealahoe

Which of the following were **facilitators** for providing PE?
(Check all that apply) (#46)

Topics	n (%)	Elementary	Secondary
District Health/PE resource teacher	8 (100.0)	Kainalu, Kauluwela, La'ie, Red Hill	Jarrett, Kalama, Waimea, Kealahoe
Highly qualified staff	5 (62.5)	Kainalu, Red Hill	Jarrett, Kalama, Waimea, Kealahoe
State resources	5 (62.5)	La'ie	Jarrett, Kalama, Waimea, Kealahoe
Wellness guidelines	4 (50.0)	Red Hill	Jarrett, Kalama, Waimea
Federal resources	3 (37.5)	Kauluwela	Jarrett, Kealahoe
Community resources	2 (25.0)	-	Jarrett, Waimea
Health education professional development	1 (12.5)	-	Kealahoe
Adequate health education resources (e.g. demonstration models DVDs)	1 (12.5)	-	Kalama
Funding from PTA	1 (12.5)	Red Hill	-

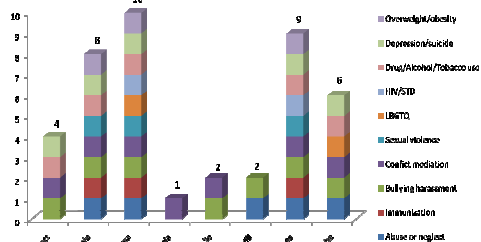


Other Safety and Wellness Indicators

Which of the following were **addressed** through your school counseling or intervention services?
(Check all that apply) (#35)

Topics	n (%)	Elementary	Secondary
Bullying/harassment	7 (87.5)	Kainalu, La'ie, Red Hill	Jarrett, Kalama, Waimea, Kealahoe
Conflict mediation	7 (87.5)	Kainalu, Kauluwela, La'ie	Jarrett, Kalama, Waimea, Kealahoe
Abuse or neglect	5 (62.5)	Kainalu, Red Hill	Kalama, Waimea, Kealahoe
Drug/alcohol/tobacco use	5 (62.5)	Kainalu	Jarrett, Kalama, Waimea, Kealahoe
Depression or suicide	5 (62.5)	Kainalu	Jarrett, Kalama, Waimea, Kealahoe
Immunization	3 (37.5)	Kainalu	Kalama, Waimea
Sexual violence	3 (37.5)	Kainalu	Kalama, Waimea
Overweight/obesity	3 (37.5)	Kainalu	Kalama, Waimea
LBGTQ (or sexual orientation) discrimination/harassment	2 (25.0)	-	Kalama, Kealahoe
HIV/STD	2 (25.0)	-	Kalama, Waimea

Which of the following were **addressed** through your school counseling or intervention services? (#35)



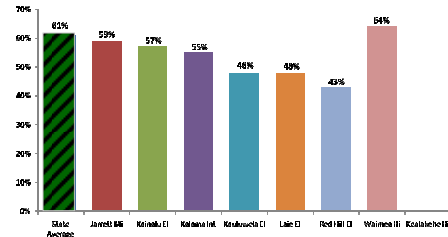
Does your school have a "Safe Routes to School" program? (#50)

Model School	YES / NO
Elementary	
Kainalu Elementary	Y
Kauluwela Elementary	Y
La'ie Elementary	N
Red Hill Elementary	N
Secondary	
Jarrett Middle	Y
Kalama Intermediate	N
Waimea High	N
Kealahoe High	N
TOTAL (%)	3 (37.5%) / 5 (62.5%)

Did your school **allow staff to utilize school facilities for physical activity** (e.g. field, gym, weight room, swimming pool, etc)? (#49)

School	YES / NO
Elementary	
Kainalu Elementary (K-6)	N
Kauluwela Elementary (K-5)	N
La'ie Elementary (K-6)	N
Red Hill Elementary (K-6)	N
Secondary	
Jarrett Middle (6-8)	Y
Kalama Intermediate (6-8)	Y
Waimea High (9-12)	Y
Kealahou High (9-12)	Y
TOTAL	4 (50%) / 4 (50%)

Overall Wellness Guideline Scores for Model Schools



It is expected that these scores will increase in the next school year after the Wellness Guidelines are fully implemented by June 2011.

* A Wellness Score is not available for Kealahou High School at this time.

Summary of SAWS Responses

Barriers for providing HE/PE:

- Lack of instruction time (HE and PE)
- Lack of professional development (HE and PE)
- Lack of adequate health education resources (HE)

Facilitators for providing HE/PE:

- District Health/PE Resource Teacher (HE and PE)
- Highly qualified staff (HE and PE)
- Wellness guidelines (HE)
- State resources (PE)

Summary of SAWS Responses

Successes:

- All 8 schools met the recommended instructional minutes of standards-based health education & physical education.
- 7 schools provided support for physical activity outside of PE.
- All 8 schools offered at least 20 minutes of supervised recess.
- HE and PE standards were primarily addressed through dedicated HE/PE class time.
- All 4 secondary Model Schools allowed staff to use school facilities for physical activity.

Summary of SAWS Responses

Areas for Improvement:

- Complying with food and beverage guidelines
- Prohibiting withholding of recess for disciplinary reasons
- Augmenting PE standards before or after school programs
- Encouraging staff at elementary Model Schools to use school facilities for physical activity
- Addressing additional health and wellness topics through school counseling or intervention services, particularly HIV/STD, immunizations, sexual violence, overweight/obesity, and LGBTQ issues.