

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

**District H/PE Resource Teacher  
End of Year Summary Report  
2006-2007 School Year**

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

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# District H/PE RT End of Year Summary Report

2006-2007 School Year

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## BACKGROUND

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

This report is a summary of the information submitted by the H/PE RTs for the 2006-2007 school year. H/PE RTs submitted semester reports that detailed their expenditures, trainings, collaborations, and resource library usage. H/PE RTs also reported teacher requests, facilitators and barriers to success, semester successes, and future goals. All resource teachers are listed below for the 2006-2007 school year.

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

## WORKSHOPS & CONFERENCES

District RTs mentor and conduct trainings for HE and PE teachers in designated district areas. "Overview" trainings are brief meetings that introduce the standards; 101-level trainings introduce standards-based curriculum; 201-level trainings focus on record keeping and assessment; 301-level trainings require student and teacher evidence. Please refer to Appendix A for a complete description of the H/PE training criteria. District RTs also assist the State HE and PE RTs with state trainings: State PE Workshops, State Health Workshops, Health Celebration Conference, State PE Conference, and Department Head Trainings for health and physical education. Summary reports from these conferences are available from the Healthy Hawai'i Initiative Evaluation Team. The tables below show the state and district conference/workshop attendance for the 2006-2007 school year. The type of training (HE or PE) and level of training (overview, 101, 201, 301) are also provided.

**STATE WORKSHOPS AND CONFERENCES:  
2006-2007 SCHOOL YEAR**

<b>State-Wide Conferences/Workshops</b>				
<b>State PE RT</b>	<b>Date Held</b>	<b>HE/PE/HPE</b>	<b>Overview, 101, 201, 301</b>	<b>Attendance</b>
Mandatory Physical Education Elementary Department Head Training	08/29/2006	PE	101, 201	91
Mandatory Physical Education Secondary Department Head Training	08/31/2006	PE	101, 201	94
State PE Elementary SPARK overview curriculum training	09/23/2006	PE	101, 201	37
Fitness for Life training voluntary workshop for middle school teachers	11/18/2006	PE	101	17
Analyzing Student Work in PE	01/16/2007	PE	101, 201	35
Mandatory Physical Education Secondary Department Head Training	02/08/2007	PE	101, 201	93
Mandatory Physical Education Elementary Department Head Training	02/13/2007	PE	101,201	120
E School Technology Conference	02/23/2007	PE	101	-
Analyzing Student Work in PE	03/13/2007	PE	101, 201	35
Fitness for Life training voluntary workshop for high school teachers	04/14/07	PE	101	20
State Physical Education Conference: "In the Zone"	05/03/2007	PE	101, 201	307
Analyzing Student Work in PE	05/23/2007	PE	101, 201	35
One-on-One Trainings	-	HE	201	1
	-	PE	101	1
	-	PE	101, 201	2
<b>State HE RT</b>	<b>Date Held</b>	<b>HE/PE/HPE</b>	<b>Overview, 101, 201, 301</b>	<b>Attendance</b>
State Elementary Health Workshop: Playground Safety and Bully Proofing	09/16/2006	HE	101	21
Mandatory Health Elementary Department Head Training	09/26/2006	HE	101, 201	91
Mandatory Health Secondary Department Head Training	09/28/2006	HE	101, 201	66
State LifeSkills Training	11/11/2006	HE	101	9
State Health Celebration Conference	11/30/2006	HE	101, 201	271 DOE Participants

<b>State HE RT (continued)</b>	<b>Date Held</b>	<b>HE/PE/ HPE</b>	<b>Overview, 101, 201, 301</b>	<b>Attendance</b>
Playground Safety at Wahiawa Elementary	02/28/2007	HE	101	8
Mandatory Health Elementary Department Head Training	02/15/2007	HE	101, 201	78
Mandatory Health Secondary Department Head Training	03/01/2007	HE	101, 201	68
Bullying Prevention at Wahiawa Elementary	04/11/2007	HE	101	8
Reducing the Risk, HIV Overview Curriculum Training	04/21/2007	HE	Overview	16
Bullying prevention at Aiea Elementary	04/27/2007	HE	101	10
Playground Safety and Bullying Prevention: A Workshop for Resource Teachers	05/11/2007	HE	Overview	7

## DISTRICT WORKSHOPS AND IN-SERVICES: 2006-2007 SCHOOL YEAR

<b><i>District-Workshops</i></b>				
<b>Honolulu</b>	<b>Date Held</b>	<b>HE/PE/ HPE</b>	<b>Overview, 101, 201, 301</b>	<b>Attendance</b>
Fitnessgram In-service	07/27/2006	PE	Overview	5
Kaimuki/Kalani Complex Waiver Day	08/17/2006	HPE	101	N/A
HCPS III: HPE Faculty In-service (Measured Mile)	09/06/2006	HPE	101	20
HCPS III: P.E.	09/15/2006	PE	201	4
HCPS III Update	09/27/2006	HPE	Overview	4
HCPS III: HPE Faculty In-service (Measured Mile)	10/18/2006	HPE	Overview	34
USTA Tennis in the Schools In-Service	11/16/2007	HPE	101	8
HCPS III: HPE Faculty In-service (Measured Mile)	11/22/2006	HPE	Overview	29
HCPS III: HPE Faculty In-service (Measured Mile)	12/06/2006	HPE	Overview	30
One-on-One Trainings	-	HE	Overview	1
	-	HE	201	2
	-	PE	Overview	6
	-	PE	101	3
	-	PE	201	6
Building a Strong Foundation For Your PE Program	02/09/2007	PE	101	39
HCPS III: HPE Faculty in-Service (Measured Mile)	02/27/2007	HPE	101	52
HCPS III: HPE Faculty In-Service (measure Mile)	04/02/2007	HPE	101	26
Roosevelt/Stevenson Articulation	05/29/2007	PE	201	4
<b>Central</b>	<b>Date Held</b>	<b>HE/PE/ HPE</b>	<b>Overview, 101, 201, 301</b>	<b>Attendance</b>
In-Service (Aliamanu Middle)	08/30/2006	HPE	201	4
Quality Quarterly Assessments	09/01/2006	HPE	201	4
Radford Complex Waiver Day	10/10/2006	PE	201	5
Elementary Health & Physical Education Faculty In-service	10/25/2006	HPE	101	30

<b>Central (Continued)</b>	<b>Date Held</b>	<b>HE/PE/ HPE</b>	<b>Overview, 101, 201, 301</b>	<b>Attendance</b>
Fitnessgram (Radford High)	11/13/2006	PE	Overview	4
Fitnessgram (Mililani High)	11/16/2006	PE	Overview	2
Fitnessgram (Moanalua High)	11/16/2006	PE	Overview	4
PE Manager (Radford High)	11/17/2006	PE	Overview	4
Fitnessgram (Aiea High)	11/22/2006	PE	Overview	4
PE Manager (Radford High)	12/18/2006	PE	Overview	4
One-on-One Trainings	-	HE	101	1
	-	HE	201	1
	-	PE	101	2
	-	PE	201	9
	-	HPE	101	8
	-	HPE	201	2
HPE Elementary Faculty In-Service	01/12/2007	HPE	101	26
PE Department Meeting	04/11/2007	PE	201	5
HPE Elementary Faculty In-Service	04/25/2007	HPE	101	36
<b>Maui</b>	<b>Date Held</b>	<b>HE/PE/ HPE</b>	<b>Overview, 101, 201, 301</b>	<b>Attendance</b>
Playground Safety	07/28/2006	HPE	101	7
Middle School Conference (Breakout)	10/12/2006	PE	Overview, 101	15
First Tee National School Golf Program	11/15/2006	PE	Overview, 101	7
Power 90	12/04/2006	HPE	Overview, 101	8
One-on-One Trainings	-	HE	101	6
	-	PE	Overview	7
	-	PE	101	6
	-	PE	201	6

<b>Maui (continued)</b>	<b>Date Held</b>	<b>HE/PE/ HPE</b>	<b>Overview, 101, 201, 301</b>	<b>Attendance</b>
One-on-One Trainings	-	PE	301	2
	-	HPE	Overview	12
	-	HPE	101	10
	-	HPE	201	16
Kaiser Complex Day	01/26/2007	PE	Overview	7
Captains Table	02/06/2007	HE	Overview	18
"The New PE" Maui District's Principals Meeting	04/19/2007	PE	Overview	29
Kalama Waiver Day	04/27/2007	PE	Overview	5
<b>Windward</b>	<b>Date Held</b>	<b>HE/PE/ HPE</b>	<b>Overview, 101, 201, 301</b>	<b>Attendance</b>
Kailua Intermediate Assessment Strategies	09/27/2006	PE	101	5
One-on-One Trainings	-	HE	101	2
	-	HE	Overview	8
	-	PE	101	13
	-	PE	201	7
	-	PE	Overview	10
Windward District Physical Fitness Event	03/06/2007	PE	Overview	23 Schools represented
<b>Leeward</b>	<b>Date Held</b>	<b>HE/PE/ HPE</b>	<b>Overview, 101, 201, 301</b>	<b>Attendance</b>
One-on-One Trainings	-	HE	Overview	5
	-	PE	Overview	4
	-	PE	101	24
	-	PE	201	8
	-	HPE	101	1
<b>West Hawaii</b>	<b>Date Held</b>	<b>HE/PE/ HPE</b>	<b>Overview, 101, 201, 301</b>	<b>Attendance</b>
LifeSkills 201	08/14/2006	HE	201	6
Health and PE Standards and SPARK PE	09/12,14,19, 21/2006	HPE	Overview	4

Teen Dating Violence Prevention Training	11/03/2006	HE	101	17
<b>West Hawaii (continued)</b>	<b>Date Held</b>	<b>HE/PE/HPE</b>	<b>Overview, 101, 201, 301</b>	<b>Attendance</b>
Secondary Education PE Smaller Learning Community Training	12/05/2006	PE	301	8
One-on-One Trainings	-	HE	101	7
	-	HE	201	2
	-	HE	Overview	4
	-	PE	101	1
	-	PE	Overview	4
	-	PE	201	8
	-	HPE	Overview	2
	-	HPE	101	7
	-	HPE	201	3
Secondary Health Education Smaller Learning Community Training	02/16/2007	HE	201/301	4
Positive Prevention HIV Education	02/24/2007	HE	101/201	4
SPARK PE K-6 Training	03/17/2007	PE	101	25
<b>Kauai</b>	<b>Date Held</b>	<b>HE/PE/HPE</b>	<b>Overview, 101, 201, 301</b>	<b>Attendance</b>
One-on-One Trainings	-	HE	101	15
	-	HE	201	3
	-	PE	101	20
	-	PE	201	12
	-	HPE	Overview	6
	-	HPE	101	1
	-	HPE	201	1
<b>East Hawaii</b>	<b>Date Held</b>	<b>HE/PE/HPE</b>	<b>Overview, 101, 201, 301</b>	<b>Attendance</b>
Hawaii District PCNC Training	08/15/2006	HPE	Overview	30

Hilo Intermediate Faculty In-Service	08/23/2006	HE	Overview	41
<b>East Hawaii (continued)</b>	<b>Date Held</b>	<b>HE/PE/ HPE</b>	<b>Overview, 101, 201, 301</b>	<b>Attendance</b>
Hilo-Laupahoehoe-Waiakea Family Focus Team Meeting	09/22/2006	HPE	Overview	42
Professional Development Day	09/22/2006	HPE	Overview	6
Teen Dating Violence Prevention Training	11/03/2006	HE	Overview	5
Complex Articulation	11/06/2006	HPE	Overview	12
One-on-One Trainings	-	HE	101	2
	-	HE	Overview	3
	-	PE	Overview	6
	-	HPE	Overview	1
Small Learning Community Support Session	01/26/2007	HPE	201	12
SPARK PE K-6 Training	03/17/2007	PE	101	8
Diabetes and You Workshop	04/24/2007	HE	Overview	2
Laupahoehoe Wellness Day	05/30/2007	HPE	Overview	30
District PCNC & School/Complex Family Focus Team Year End Meeting	05/31/2007	HPE	Overview	65

## Yearly District Expenditures

Expense Type	Kauai	East Hawaii	West Hawaii	Windward	Leeward	Central	Honolulu	Maui	Statewide Total	%
Office Supplies	625	247	500	200	1400	-	5860	500	<b>9,332</b>	7.1
New Technology and Equipment (Pedometers, Tanita Scale)	8558	1011	-	-	4900	4049	8852	2500	<b>29,870</b>	22.8
Training Materials	-	4335	5013	6205	900	1185	1196	2000	<b>20,834</b>	15.9
Substitute Costs	900	1360	4835	-	1000	395	4391	-	<b>12,881</b>	9.8
Travel (air, car rental, etc)	10742	2389	6816	1085	2500	1575	3372	21000	<b>49,479</b>	37.7
Professional Learning Communities	-	1864	-	-	-	-	-	200	<b>2,064</b>	1.6
School Assessment Liaison Partnerships	-	200	-	-	-	-	-	-	<b>200</b>	0.2
Other (Explain)	-	615	-	-	3200	333	374	2000	<b>6,522</b>	4.9
<b>Total</b>	<b>20,825</b>	<b>12,021</b>	<b>17,164</b>	<b>7,490</b>	<b>13,900</b>	<b>7,537</b>	<b>24,045</b>	<b>28,200</b>	<b>131,182</b>	100

## PROFESSIONAL DEVELOPMENT RECEIVED

Resource Teachers were provided numerous professional development opportunities throughout the year. On average, RTs attended 12 professional development opportunities during the 2006-2007 spring semester, and averaged 28 during the entire 2006-2007 school year. The table below shows individual professional development attendance by district.

<b>District</b>	<b>Number of Attended Professional Development Opportunities (Fall 2006)</b>	<b>Number of Attended Professional Development Opportunities (Spring 2007)</b>	<b>Total for 2006-2007 SY</b>
Central District	18	23	41
East Hawaii District	16	14	30
Honolulu District	11	10	21
Maui District	14	13	27
Leeward District	14	10	24
West Hawaii District	6	13	19
Windward District	7	11	18
Kauai	22	10	32
State PE	19	11	30
State HE	29	8	37

## SMALLER LEARNING COMMUNITIES

RTs are working with teachers to create Smaller Learning Communities (SLC). Many of these SLCs were formed at the health education and physical education department head trainings. In total, RTs reported 251 SLC participants from 162 schools.

District	# of Schools Participating	# of Participants	Total Expenses
Central District	34	46	-
East Hawaii District	15	22	\$1925
Honolulu District	9	32	\$560
Maui District	25	29	-
Leeward District	29	47	-
West Hawaii District	8	15	\$1727
Windward District	27	39	-
Kauai District	10	14	\$1500
State PE	5	7	-
State HE	-	-	-
Total	162	251	\$5712

## SKILLS

RTs were also asked what skills they want to develop and what additional areas in HE and PE they would like more training in. In general, RTs want to develop their communication skills and technical skills. They also want to improve their leadership and time management and prioritizing skills.

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

Skills	Frequency
Communication Skills – public speaking, questioning and facilitation	7
Computers: continued improvement on technology devices like video I-Pods, multi-media, and software programs like <i>Excel</i> , <i>Power Point</i>	5
Time management and prioritizing	2
Leadership Skills	2
Use of Equipment- TriFIT, Tanita Scale, Heart-rate monitors	1
PE- elementary	1
Improve networking with all school personnel to get into more schools	1
Improve lower elementary PE and Health support	1
Develop my understanding of various assessments, ie. Student based portfolios	1
Broaden my understanding/activities of Skill and Health Related Fitness	1
Clearer understanding of the Health Standards	1
Produce progress folios online to reflect benchmark proficiency	1
Continued improvement on following protocols, prioritizing activities, building relationships, completing documents and reports with better quality and memorizing the HCPS III in Health Education, benchmarks to be applied to curriculum review and teacher trainings	1
Integrating PE and HE with core subjects K-12	1

## REQUESTED TRAINING

RTs reported that they would like more training in technology use in the classroom and standards-based lessons, curricula, and assessment.

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

Requests	Frequency
Use of technology in the classroom (Tri-fit, Fitnessgram, survey trackers, technology recording and heart rate monitors)	4
Standards-based lessons, assessments, grading & reporting in health education & physical education	4
Effective communication techniques	1
Different types of assessment strategies and ideas (video analysis, formative, summative, authentic)	1
Additional health curricula for elementary school	1
Knowledge of most popular/successful curriculums	1
Attend the HHI class at UH, <i>Tribes: A New Way of Learning and Being Together</i>	1
Health Education Assessment Project, how can we better utilize their Anchored student papers, data and web-based services?	1
<i>HealthTeacher.com</i> and <i>Personal and Social Skills</i>	1
Attend an elementary HE and children's literature class to learn and review the collection of children's literature that address HE standards for all topic areas and skills	1
Differentiated Instruction	1

## LIFESKILLS

RTs had the opportunity to hold LifeSkills training for teachers in their district throughout the year. The goal of LifeSkills training is to prepare teachers to effectively implement the LifeSkills curriculum, a school-based substance abuse program. The major components of the LifeSkills curriculum are drug resistance skills, personal self-management skills, and general social skills. 30 teachers attended LifeSkills training from 17 different schools in the 2006-2007 school year.

<b>District</b>	<b># of Teachers Trained</b>	<b># of Schools Reached</b>	<b># of Manuals/ Books Given</b>
Central District	4	2	-
East Hawaii District	-	-	-
Honolulu District	4	2	6/210
Mauai District	9	5	22/830
Leeward District	6	2	16/640
West Hawaii District	-	-	-
Windward District	5	4	400
Kauai District	2	2	46
State PE	-	-	-
State HE	13	7	39/1098
<b>TOTAL</b>	<b>30</b>	<b>17</b>	<b>83/3224</b>

## RESOURCE LIBRARY AND MATERIAL SUPPORT

RTs are provided materials to share with the schools in their district. RTs purchase additional resources and equipment to meet the specific needs of their district. RTs shared resources with more than 150 schools across the state. The following table summarizes the resource library usage throughout the 2006-2007 school year.

<b>District</b>	<b># of Resources Utilized in District (Fall 2006)</b>	<b># of Resources Utilized in District (Spring 2006)</b>	<b># of Schools Reached in District</b>
Central District	38	59	29
East Hawaii District	13	25	15
Honolulu District	24	61	26
Maui District	18	32	18
Leeward District	22	11	17
West Hawaii District	16	39	12
Windward District	23	38	22
Kauai District	10	13	7
State PE	10	2	4
State HE	12	-	12
<b>Total</b>	<b>164</b>	<b>275</b>	<b>161</b>

## PROFESSIONAL DEVELOPMENT REFLECTION FORMS

Workshop and Conference participants are asked to complete professional development reflection forms once they have implemented the material/strategy in their classroom. RTs are tasked to follow-up with participants and collect these forms. A total of 50 Professional Reflection Forms were returned throughout the 2006-2007 school year.

District	# Returned	Information Utilized
Central District	8	HPS III, Performance Tasks, Task Assessment, Equipment, Parental Involvement, Rubrics, Process Model, Aligning Lessons with Benchmarks and Assessments, Marzano's Taxonomy.
East Hawaii District	6	Curricula, Process, Aligning student work to benchmarks, Aligning lesson development to benchmarks, Diabetes unit, 6 step implementation model
Honolulu District	23	Subject knowledge (Liver Wellness), Local Sexual Violence Prevention Curriculum, Creating lessons aligned to standards and benchmarks, Knowledge of SPE lessons, Articulation – the need to revisit curriculum and make adjustments, Lesson Ideas, Equipment, Rubric, Strategies to integrate PE with other content
Maui District	4	HCPS III, Task Assessment, Scaffolding of Benchmarks and Rubrics
Leeward District	2	Student Evidence
West Hawaii District	3	SPARK PE Curriculum
Windward District	3	Curricula
Kauai District	2	Smaller Learning Community, Curriculum
<b>Total</b>	<b>50</b>	<b>N/A</b>

## PARTNERSHIPS & COLLABORATIONS

Many H/PE RTs cited school and community connections and partnerships as a major facilitator to their success this semester. This is also reflected in the large list of partnerships and collaborations each H/PE RT listed in their year end reports. Collaboration, planning team, in-kind donation, and equipment donation were the most popular types of reported partnerships. The following is a list of the kinds of partnerships and the number of individuals and organizations the RTs worked with during the 2006-2007 school year.

District	Collaboration	Planning Team	Special Events	In-Kind Donation	Financial Donation	Equipment Donation
Central District	51	19	9	-	-	-
East Hawaii District	22	-	-	-	-	-
Honolulu District	12	11	-	12	1	3
Maui District	13	-	-	7	1	2
Leeward District	18	1	-	3	-	7
West Hawaii District	57	-	-	-	6	-
Windward District	37	-	-	-	-	4?
Kauai District	11	-	-	1	4	2
State Health	39	-	-	22	-	-
State PE	9	-	1	1	2	1

## REQUESTS FROM TEACHERS IN DISTRICT

RTs reported that teachers in their district requested support in standards-based lessons, assessment, grading and reporting, curriculum mapping, 4 year plans, SPARK curriculum and equipment. A complete list of requests is provided below.

Requests	Frequency
Standards-based lessons, assessments, grading & reporting in health education & physical education	7
Collaboration on curriculum maps and 4 year plans	2
SPARK curriculum	2
Standards tools: posters, benchmark maps, etc	1
Pedometers	1
Fitnessgram Testing Tool	1
Sexual health education curriculum and training K-12	1
Assistance with technology use – secondary ed. PE	1
Various PE equipment	1
Time to teach PE in elementary	1
Quick and easy assessments	1
Curriculum mapping	1
Rubrics	1
Fitness For Life	1
New activities: Indo Boards, The Wave Board, Dance Dance Revolution Activity	1
Health statistics information	1
Health teacher curriculum	1

## FACILITATORS AND BARRIERS TO SUCCESS

The most common facilitators to successful implementation of the standards include positive relationships with teachers, administrative support, collaboration with other RTs, and professional development opportunities. Some barriers to implementation included the lack of time because schools focused on other academic areas, unwillingness to change, the lack of equipment and funds, and administration. A complete list of RT responses is included in the tables below.

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

Facilitators	Frequency
Positive relationships with teachers (welcoming RT, open to best practices requesting assistance and support from RTs)	5
Administrative support	4
Other RTs and complex area team members to collaborate with and get new ideas	2
Various trainings in curriculums, programs, i.e. Fitnessgram, Bully Proof, Portfolios by Anne Davies	2
Budget – money to purchase equipment and resources for teachers	2
Support from Education Specialists, State and District RTs	2
Collaboration and partnerships with non-profits, state and county agencies	1
Integrating HE and PE with core subjects	1
Coordinated School Health – efforts to raise health and physical activity benefits, awareness, and practice of teachers, families, and students.	1
Focused efforts of a few new teachers to implement quality lessons in Health and PE in their classrooms	1
Complex Area Team walkthrough reviews help to understand and see a variety of strategies teachers are using to address the HCPSIII/Standards Based Education movement	1
Being based in a school as a RT	1
Having a template that helps teachers deconstruct the benchmarks, and determining the taxonomic level that is being addressed	1
Having a variety of activities that can be used to address the various benchmarks	1
Assessments: having a clear understanding of why we do certain activities, and planning on paper a developmentally appropriate sequence of lessons that build upon each other	1
Children's literature and curriculum materials, particularly <i>Health Education: Elementary and Middle School Applications, 5<sup>th</sup> Edition</i>	1

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

<b>Barriers</b>	<b>Frequency</b>
Schools focusing attention on reading, writing, math; and therefore not enough time for health education and/or physical education	4
Teachers comfortable and not receptive to standards-based education/movement: don't want to put TIME into change and don't follow through	3
Lack of equipment and budget (timeliness and/or funds): Borrowing money from other RTs account to pay for attendance at a conference, having to put on hold school articulation days because of no funding	3
Administration, Principals	2
Teacher follow-through = remind, remind, remind!	1
Lack of implementation of LifeSkills by entire school – possibly due to lack of buy-in by faculty, NCLB constraints	1
Teachers fear being criticized	1
Teachers lack of expertise with emotionally charged subject matter ie. sex education, bullying and violence prevention, and drug and alcohol abuse	1
Space – schools are trying to have classroom lessons outdoors	1
Different model being used across schools	1
Resources - Need more locally-produced with ethnic and cultural sensitivity	1
Lack of children's literature that addresses health education standards	1
The time it takes to plan cross-curricular lessons that would hit both language arts and health and create the appropriate assessments for these	1
Lack of time during the second semester to hold workshops/in-services	1

## 2nd SEMESTER SUCCESSES (2006-2007)

RTs reported numerous second semester successes including: school invitations, LifeSkills implementation, smaller learning community collaboration, mentoring teachers, and developing school relationships and contacts in their district. A complete list of first semester successes is provided below.

Successes
Invited to schools to "measure a mile" and then discuss with principals
Invited to schools without PE IRAs for faculty in-services in HE and PE
Being asked to more elem. schools for health and PE information and training
Invited to a school in restructuring for a faculty in-service
Helping a middle school "change" and move forward
Organizing and facilitating an island-wide elementary PE training for 35 teachers
Organizing and facilitating a Smaller Learning Community Training for my secondary ed. Health Education teachers
Waiakea Complex CSH implemented a variety of initiatives and activities focused on the health and wellbeing of the entire school community, teachers, students, families and community members
Trifit continues to be a vehicle to raise the awareness and health practices of individuals by providing personal data
Getting a few middle and high schools in my district to utilize one common Fitness Testing Program ie. Fitnessgram
Providing Faculty in-services in HE and PE to 4 more elementary schools
Measuring Distances at 10 elementary schools and creating a "Measurement" lesson that integrates math, science and social studies
Mentoring a teacher through her National Board Certification process
Presenting HPE portfolios with student evidence at the South West District Physical Education Conference
Getting 20 "new" teachers to attend the State PE Conference that had never attended a State PE conference before
Improved relationship with teachers from the smaller learning communities
Physical Fitness Meet
Increased attendance at DH meetings
Brought 3 new schools on board for Coordinated School Health
Followed up with 5 other schools to continue following CSH framework
Worked curriculum mapping with 3 high schools, 2 middle and 3 elementary schools
Went to Niihau to work with the teachers and students
Partnering up with Waianae High School
Going out to Pearl City and Kapolei High School to experience the new activities and a high level of expectation that is placed on the students, the program, and themselves

<b>Successes (continued)</b>
Being visible to the PE/Health community in my district
Aligning the Bully Proof and Quit It! Curriculums to HCPS III benchmarks
Conducted 3 trainings on bullying prevention and two trainings on playground safety for RTs, Classroom teachers and Educational assistants
Creating the Health Education Resource Library inventory
Created instructional maps for elementary teachers on health education benchmarks which will be added to SCHPS III Standards Toolkit with links to student work for each benchmark

## FUTURE GOALS

RTs reported a variety of goals including: holding more workshops and faculty in-services, providing more support to smaller learning communities, spending more time with elementary schools without IRAs, and supporting more health education curriculum. A complete list of RT goals is provided below.

Goals
Support all schools in HE and PE
Spending more time in elementary schools assisting in health and PE training
Smaller Learning Community Training for secondary ed. Health and PE teachers
Assisting with the Teen Pregnancy Prevention Peer Ed. Training
SPARK PE Saturday training
Healthy Sexuality Saturday training
Have a PE and Health workshop early in the school year, especially for new teachers
Partner with Complex and School Family Focus Teams and other agencies to provide a conference to increase individual efforts to include regular physical activity and proper nutrition in order to assist with increasing students achievement
Provide support to schools who are in planning to restructure status
Kaimuki Middle and Kalani High HPE articulation day
Present a workshop on "elements of a standard based classroom"
Create strong relationships with Principals
Provide professional development at district level
Improve organizational skills
Do more activity In-services with the schools
Work with LifeSkills implementation at one elementary and 2 middle schools
Share cooperative games with more schools on their Family Nights and Summits
Continue working with Niihau Staff and students
Get into the North Shore Schools of Kauai
Understanding standards based grading
Help all elementary school teachers have an understanding of the basic loco motor, non-loco motor, manipulative skills, and etc in Preschool - 2 <sup>nd</sup> grade
Conduct a Curriculum Review of materials to support teachers in HE using the HECAT
Create an annotated library of K-12 literature which would be catalogued according to the seven topic areas and the seven areas of skills and knowledge
Support the Education Specialists and other colleagues in training teachers, particularly elementary teachers, on health education standards, curriculum
Put more effort in supporting the secondary schools with their Health programs

## **Evaluation and Conclusion:**

- Support Smaller Learning Communities: Continue to provide technical assistance to SLCs and facilitate collaboration across schools. Develop strong relationships and expand SLC participation to schools not yet participating.
- Follow-up with Professional Development Reflection Forms: Fifty reflection forms have been returned this year. RTs should continue to follow-up with workshop participants and collect these forms during the fall and spring semester.
- Continue to foster strong partnerships and collaborations: RTs were hard at work this semester and developed and continued many partnerships with community organizations and collaborated with other DOE staff. West Hawaii, Windward, and Central Districts especially developed community partnerships.
- Continue to increase resource library usage: RTs shared resources with more than 150 schools across the state this semester. RTs should continue to share resources and provide technical support to schools. Also, RTs can collect resource and equipment suggestions from teachers in their district.
- Address teacher requests: Teachers have requested more support with standards-based lessons, assessment, grading and reporting, curriculum mapping, 4 year plans, SPARK curriculum and equipment.
- Address barriers to standards implementation: Some barriers to implementation include the lack of equipment and funds, unwillingness to change, lack of time because schools focus on other academic areas, and the lack of administrative support.
- Celebrate success: Recognize facilitators to success and celebrate RTs' self-reported achievements. Most common facilitators to successful implementation of the standards include: increased school invitations, LifeSkills implementation, smaller learning community collaboration, mentoring teachers, and developing school relationships and contacts in their district.
- Support goals: RTs reported a variety of goals including: holding more workshops and faculty in-services, providing more support to smaller learning communities, spending more time with elementary schools without IRAs, and supporting more health education curriculum.

## Appendix A:

# Criteria for H/PE Trainings

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### **Overview**

- **Waiver days**
- **Department meetings**

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

### **Health and PE 101**

- **HCPS III**
- **Standards-based Curriculum**

This is anything to do with HCPSIII. The curriculum that you may introduce to teachers must be aligned to the standards. The curriculum must also use best practices and has scientific evidence that backs it.

Suggested curriculum:

LifeSkills, SPARK, HMSA Nutrition, Diabetes and You, Playground Safety, the use of Tri-Fit.

### **Health and PE 201**

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

A 201 level training focuses on the *depth* of the training. After teachers use the curriculum, we want to see how they are using the curriculum to assess students' skill.

Health Education does a 201 training using the assessment training from SCASS. One way PE has packaged its 201 training is by going over standards-based lessons and assessments as well as record keeping and grading.

### **Health and PE 301**

- **Teacher Evidence**
- **Student Evidence**

Teachers attend 300 level trainings (i.e. HE 302 Workshop). Teachers develop their own curriculum and or/augment existing curriculum. Teachers also share their assessment of student work. Teachers share their lessons and assessments with other teachers through conferences/workshops and/or through the Coordinated School Health website.

Sharing student work is challenging because teachers only want to share student exemplars. Also, many teachers may be unsure if other teachers will view their student work as true exemplars. We must gain the trust of our teacher contacts by assuring them that their student work reflects the learning process that *all teachers* must journey through in developing standards-based quality assessments that result from standards-based instructional practices.