

# Healthy Hawaii Initiative Annual School Evaluation Report **2011-12 SY**



Prepared by the Healthy Hawaii Initiative Evaluation Team  
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## EXECUTIVE SUMMARY

For more than a decade, the Hawaii Department of Health has been implementing policies, programs, and system changes that promote healthy lifestyles in communities, schools, and workplaces through its Healthy Hawaii Initiative (HHI) program. One component of HHI is a schools-based initiative that supports health education, physical education, and nutrition education (HE, PE, and NE) in public schools. HHI's four primary objectives that relate to students and youth are the following:

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

In 2000, the Hawaii Department of Health (DOH) partnered with the Hawaii Department of Education (DOE) to meet these HHI objectives. Over the years, health, nutrition, and physical education curricula have been developed and aligned to meet standards-based strategies and goals. Instructional strategies and content continue to focus on increasing physical activity, improving nutrition, and decreasing obesity among students. Professional development and training is provided by the HHI DOE team for public school teachers and staff who are responsible for teaching health, nutrition and PE.

This evaluation report includes data from the 2011-2012 academic year and summarizes the achievements and results of the HHI Hawaii Content and Performance Standards (HCPS) deliverables agreed upon by DOE and DOH. Seven new deliverables were created in the 2009-2010 school year (SY) to provide a framework for the seven HHI District Resource Teachers (RTs). Beginning in the 2010-2011 SY, the State RTs agreed to implement an additional five deliverables. This report will outline the progress of each deliverable, focusing primarily on the District RT deliverables. These deliverables include: District Workshops, the Model Schools 2013 Program, Professional Development Educate, Empower, and Excel courses (PDE3 courses), an Online Resource (website), Professional Learning Communities (PLCs), Resource Lending Libraries, and one In-Kind Statewide Conference. Table 1 provides a summary of the goals of each deliverable (left column) and the completed deliverables (right column).

**Table 1:** Goals and completed deliverables

GOALS for the 2011-2012 SY	COMPLETED Deliverables for the 2011-2012 SY
<b>7</b> District Workshops (1 per District)	<b>20</b> District Workshops ( <b>Kauai did not complete</b> )
<b>9</b> PDE3 Courses (1 per RT)	<b>14</b> PDE3s completed (All State and District RTs)
<b>9</b> PLCs (1 per RT)	<b>10</b> PLCs established (All State and District RTs)
<b>7</b> Lending Libraries (1 per District)	<b>7</b> Active Lending Libraries (All Districts)
<b>8</b> Model Schools (Minimum of 8 Statewide)	<b>9</b> Model Schools (None in Leeward)
<b>1</b> Online Resource (1 Statewide)	<b>0</b> ( <b>Not completed</b> )
<b>1</b> In-Kind State Conference (1 Statewide)	<b>1</b> AAHPERD's Southwest District Convention

Overall, the HHI District and State Resource Teachers exceeded the targets of almost all of their deliverables. For example, all RTs were required to conduct at least one health or PE workshop in their District, yet many of the RTs chose to teach four or five workshops in their District during the school year. Kauai District was the only District that was unable to complete a District Workshop in the 2011-2012 SY. The only deliverable where the RTs fell short of their goal was developing and maintaining an online website of health, nutrition, and physical education resources.

The deliverable that continues to require the largest time commitment from the RTs is the Model Schools 2013 Program. By May 2012, the Model Schools completed the second year of the three-year program. This involved professional development trainings, creating and maintaining an action plan, distributing baseline student surveys, collecting fitness data, administering teacher surveys, and collaborating with the HHI Evaluation Team (HHIET) to observe classroom activities.

Resource Teachers also devoted much of their time to planning and instructing PDE3 courses. These courses are the only professional development training offered by HHI that requires evidence of implementation, as demonstrated through student work, learning portfolios, and reflections. All District and State RTs successfully conducted at least one PDE3 course during the 2011-2012 SY.

The RTs also arranged large-scale training events and activities that were not included in their deliverable requirements. Of particular note are Pre-School Play Days, the Windward District Fitness Meet, the Physical Education Fair Competition, and sustaining partnerships with organizations such as, The Sex Abuse Treatment Center (SATC).

It is anticipated that providing ongoing skills and professional development to teachers, will impact students' knowledge and behavior over time. Here is a summary of the HHI deliverables and professional development achievements from the 2011-2012 school year:

- 223 HHI professional development events were offered
- 565 unique participants were trained (teachers/staff)
- 20 District Workshops were conducted with 238 participants
- 14 PDE3 courses were conducted with 181 participants
- 10 Professional learning communities were established with 105 participants
- 12,947 Health and PE resources were available to borrow; 3,769 resources lent out
- 92 individual schools utilized the Lending Library resources
- 100 sessions were available at the statewide conference with 238 participants
- 9 Model School action plans were implemented
- 1,412 Model School student surveys were collected; 114 teacher surveys completed

## INTRODUCTION

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The Healthy Hawaii Initiative Resource Teachers (HHI RTs) are responsible for training teachers throughout the State of Hawaii to meet the health and physical education targets that have been established by the Hawaii Content and Performance Standards (HCPS III). To assist in evaluating HHI's deliverables associated with the HCPS III, the Hawaii Department of Health collaborates with the HHI Evaluation Team (HHIET) at the University of Hawaii's Department of Public Health Sciences. HHIET is led by Principal Investigator Dr. Jay Maddock, and assisted by School Evaluation Coordinator, Becky Rodericks, and several graduate research assistants.

HHIET, DOE, and DOH work together on the development, implementation, and collection of evaluation data for activities funded by this contract. The evaluation methods consist of both process and outcome evaluation and are guided by topics that are identified as important to DOH and DOE. Please see Appendix A for a detailed list of activities, meetings, and technical assistance provided by the HHI Evaluation Team during the 2011-2012 SY.

At the end of every school year, HHIET prepares an evaluation report to summarize the outcomes of the HHI school-based deliverables. The primary audiences for this report are the Hawaii Department of Health and the Hawaii Department of Education. HHIET recommends that this annual evaluation report be used as a foundation for discussing appropriate goals and benchmarks for the 2012-2013 school year and to acknowledge key strengths and areas for improvement. This evaluation report will serve several overall purposes and functions:

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

### BACKGROUND: 2011-2012 SY

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

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



**Figure 1:** HHI DOE Team

**State RTs** provided expertise and guidance in their respective specialty areas of health and PE. They were responsible for reviewing, developing, and aligning standards-based HE and PE curricula 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 were available as requested.

#### **ACTING HHI EDUCATIONAL SPECIALIST**

Ann Horiuchi

#### **STATE RESOURCE TEACHERS**

Physical Education: Lisa Hockenberger

Health Education: Cathy Kahooohanohano

The **HHI Educational Specialist (HHI ES)** was responsible for providing the following support: directing the implementation of the State and District deliverables, facilitating professional development opportunities for RTs, coordinating monthly meetings to disseminate relevant health and PE updates to RTs, providing financial support, and promoting collaboration between HHI RTs and adapted PE (APE) RTs.

As of June 30, 2012, **Ann Horiuchi**, retired from her position as Acting HHI Educational Specialist. Her contributions and dedication to the field of health and physical education will be missed immensely, especially by the District and State Resource Teachers. The RTs value and respect Ann's passion for health and physical education, and admire her ability to advocate for health and physical education across the State of Hawaii.

**Figure 2:** Ann Horiuchi, HHI ES



“ Ann has challenged me to step outside of my comfort zone and I have found myself to be a more skilled resource teacher who is meeting the needs of the teachers as well as our strategic plan in a way I did not anticipate previously. She has undoubtedly been a huge asset and a success factor.

– HHI District Resource Teacher ”

“ Ann has been the 'MOST AWESOME' leader I have had the pleasure to work under during my 30 years with the Dept. of Education. She is SUPEREROGACIOUS in all she does to promote Physical Education and Health Education in our schools demonstrating great passion and enthusiasm. On a personal level she is loving, kind, caring, empathetic, sympathetic, supportive, motivational and truly a wonderful human being.

– HHI District Resource Teacher ”

For the 2011-2012 SY, there was only one staff change to the **District RTs**. Leeward RT, Jan Combs, returned to the classroom as a PE teacher and was replaced by the HIV State Resource Teacher Julianne Nakano. There is currently no HHI RT in West Hawaii District. The District RTs were supervised by the Complex Area Superintendents (CAS).

#### **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	Julianne Nakano
Maui District	Nathan “Lance” Nanod
Windward District	Curt Okimoto

Overall, the District RTs were responsible for instructing and organizing professional development training events with health and PE teachers in their designated District. They provided technical assistance for workshops, faculty 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 health and PE, promoted the implementation of the Wellness Guidelines, and supported the evaluation process to monitor the effectiveness of events and activities in their District.

#### **DELIVERABLES**

In previous years, the HHI school-based deliverables have focused predominantly on professional development reach across the state. New District RT deliverables were created in 2009 to promote a more structured and meaningful impact on HHI activities and outcomes. 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 are listed below.

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

The State RT deliverables were created in June 2010 to focus on providing health and 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 RTs and Susan Saka in YRBS survey collection

All of the professional development trainings were categorized in 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 Health and PE training level and criteria.

The HHI Evaluation Team (HHIET) 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 standards.

In addition, the District RTs assisted HHIET in the collection of sign-in sheets and surveys 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 professional development training events taught by the HHI RTs since June 2008. A new database was created in 2010 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.

Data used in this report to evaluate deliverable-based activities comes primarily from the four main sources described below:

1. *HHI Schools Database:* This web-based data system stores information about deliverable-related activities and events that the HHI Resource Teachers conducted during the last school year. RTs submitted sign-in sheets from their events to members of the HHI Evaluation Team, who then entered all of the event details into the database.
2. *Surveys:* Surveys and evaluation forms were distributed after HHI training events to gather feedback, input, and outcomes derived from these events. Surveys also collected information on demographics, lessons learned, and topics of future interest.
3. *Observations:* HHIET actively participated in meetings and training events, and also gathered data through direct observations during school site visits.
4. *Progress Reports and Training Logs:* District and State RTs provided bi-annual progress reports to HHIET to provide updates on their deliverables.

From this point forward, the report will describe the status and results of the HHI school-based deliverables. Throughout this report, HHIET has taken care to remove any unnecessary information that identifies schools, teachers, and students. HHIET hopes that discussions regarding the findings in this report can be used to develop appropriate goals and benchmarks for future school years.

# 1



## District Workshops

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

## DISTRICT WORKSHOPS

Each District RT was required to offer at least one health or PE workshop in their District during the 2011-2012 school year (minimum of seven total District Workshops). State RTs also contributed to workshops by co-teaching or helping to provide content, materials, and resources. In 2011-2012, there were 20 District Workshops held in total. Honolulu and Leeward organized five workshops each throughout the school year; Central and East Hawaii held four workshops; Maui and Windward offered one workshop each; and Kauai did not hold any District workshops.

The first workshop took place in September 2011 and the last one was held in May 2012. Of the 20 District workshops, 11 were held in the Fall semester, and 9 were offered in the Spring semester. Table 2 illustrates 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 any additional RTs or colleagues who assisted with the instruction. The majority of the workshops (10) focused on sexual abuse and sexual violence prevention curriculum, followed by physical education workshops (5), nutrition or health education workshops (3), and a combination of health and PE workshops (2). The workshops were primarily held at the 101 training level, although two of East Hawaii's sexual violence curriculum trainings were offered at the 201 training level, along with Windward's Health and PE workshop which was held at the 201 level. There were a total of 238 participants that completed District workshops.

**Table 2:** Overview of District Workshops

District	Training Topic	Training Type	Training Level	Assisting Instructors	Number of Participants (n=238)
<b>Honolulu (5)</b>	1. SPARK/Garmin*	PE	101	None	8
	2. Teen Sex Abuse Prevention	HE		Jennifer Mitchell	6
	3. Teen Sex Abuse Prevention	HE		Jennifer Mitchell	5
	4. Elementary Nutrition*	NE		Lyra Giorgio	13
	5. Tobacco Education	HE		Nicole Sutton	5
<b>Windward (1)</b>	6. Health and Physical Education*	HPE	201	None	5
<b>Leeward (5)</b>	7. FLASH Curriculum*	HE	101	None	21
	8. FLASH Curriculum*	HE			25
	9. FLASH Curriculum*	HE			14
	10. SPARK Training	PE			12
	11. SPARK Training	PE			10
<b>Maui (1)</b>	12. Land Paddling and Trikes*	PE	101	None	11
<b>Central (4)</b>	13. Secondary Health and PE*	HPE	101	Catherine Kawamura	16
	14. FLASH Curriculum	HE		Julienne Nakano	16
	15. Sexuality Workshop	HE		Catherine Kawamura	9
	16. Healthy Sexuality*	HE		Catherine Kawamura, Cathy Kahooanohano	12
<b>Kauai (0)**</b>	No Kauai District Workshops held		-	-	0
<b>East Hawaii (4)</b>	17. SATC Curriculum & Instruction	HE	201	Jennifer Mitchell	10
	18. Sexual Violence Prevention	HE	201	Jennifer Mitchell	6
	19. Signs of Suicide/safeTALK*	HE	101	None	8
	20. Tennis	PE	101	Gary Yanagi	26

\* Indicates an evaluation report has been prepared by HHIET.

\*\* The Kauai District RT was on personal leave during Semester 1, and delays in paperwork Semester 2 prevented them from organizing a workshop before the end of the school year.

The RTs collected the following data for the workshops: registration forms, post-test evaluations, sign-in sheets, and reflection forms (optional). This information was used by the HHIET Evaluation Team to assess and document attendance, evaluate the usefulness of the training, and determine if any knowledge change took place. HHIET prepared summary evaluation reports and feedback for at least one workshop per 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 if time permitted and if the response rate was large enough. The HHI Evaluation Team produced workshop reports for 10 out of 20 workshops.



**Figure 3:** Honolulu District Workshops – SPARK (left), Nutrition Workshop (right)

“ I think the best thing for our school was to receive the SPARK binder (and some equipment) and then to be trained or inserviced. I feel we will continue to benefit from frequent trainings/ workshops (and more equipment) so more teachers will start to feel comfortable teaching PE. ”  
- Elementary Classroom Teacher

“ The continued support of providing workshops about current trends in PE and innovative games/ activities and the providing of equipment helps so much... Thank You! ”  
- Elementary PE Teacher

## PARTICIPANT BACKGROUND

The next three tables display the characteristics of the District Workshop participants. This information was summarized from the sign-in sheets that the RTs collected at each workshop. Elementary school teachers were the largest participant group (n=98, 41.2%), followed by PE teachers (n = 27, 11.5%) (Table 3). 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 = 147, 66.8%) (Table 4). The District Workshops were able to reach teachers and staff in every District across the state (except Kauai), although teachers in several Complex Areas did not attend workshops. The distribution of participants by District and Complex is shown in Table 5 with Leeward having the largest number of workshop participants (n=89, 42.0%). Complex Areas with zero participants should be targeted by the HHI RTs for future workshops and training events.

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

Content Area	TOTAL (n=234)	% (100)
<b>Elementary School Teacher</b>	<b>98</b>	<b>41.2</b>
Physical Education Teacher	27	11.5
Counselor	21	9.0
Other (e.g. PCNC, PEP)	17	7.3
Health and PE Teacher	16	6.8
Special Education Teacher (SPED)	13	5.6
Health Teacher	12	5.1
Educational Assistant	5	2.1
Instructional Resource Augmentation (IRA)	5	2.1
Community	4	1.7
School Based Behavioral Health	4	1.7
District Resource Teachers	3	1.3
Other Classroom Teacher	3	1.3
Parks & Recreation	3	1.3
Administration	2	0.9
Part-Time Teacher	1	0.4

**Table 4:** What age level do you teach/work with?

Grade	TOTAL (n=220)	% (100)
<b>Elementary</b>	<b>147</b>	<b>66.8</b>
Middle	19	8.6
High	35	15.9
Multiple	19	8.6



**Figure 4:** Professional Development

**Table 5:** What District and complex do you teach/work in? (n=212)

Honolulu (25)	Central (47)	Leeward (89)	Windward (5)	West Hawaii (1)	East Hawaii (34)	Maui (11)	Kauai (0)
Farrington (1)	Aiea (10)	Campbell (47)	Castle (0)	Honokaa (0)	Hilo (5)	Baldwin (0)	Kapaa (0)
Kaimuki (7)	Leilehua (5)	Kapolei (6)	Kalaheo (0)	Kealakehe (1)	Kau (5)	Hana (0)	Kauai (0)
Kaiser (2)	Mililani (6)	Nanakuli (0)*	Kahuku (5)	Kohala (0)	Keaau (3)	Kekaulike (0)	Waimea (0)
Kalani (6)	Moanalua (7)	Pearl City (13)	Kailua (0)	Konawaena (0)	Laupahoehoe (1)	Lahaina (11)	
McKinley (1)	Radford (18)	Waianae (3)			Pahoa (5)	Lanai (0)	
Roosevelt (8)	Waialua (1)	Waipahu (20)			Waiakea (15)	Maui (0)	
						Molokai (0)	

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

## GENERAL WORKSHOP EVALUATION

Overall, the District Workshops were 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 (Table 6). These results are representative of 121 respondents out of 238 participants (50.8%; Table 6).

**Table 6:** General overall workshop comments (5 = strongly agree; 1 = strongly disagree)

Workshop Objectives	Mean (n=121)	SD
Content/information presented will be utilized to support standards-based instruction	4.6	0.5
Material/curriculum distributed in the workshop will be helpful/relevant to implementation of standards-based instruction	4.7	0.5
Stated objectives of the workshop have been accomplished	4.7	0.5
Presenters were well informed	4.9	0.3
Intend to share this information with others that did not attend	4.6	0.6

Respondents were also asked to rate their competency in several 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 Health and PE Standards as either *Aware* or *Knowledgeable*. For further information, 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 available HHI reports.

**Figure 5:** Nutrition Workshop



“Denise does a great job supporting teachers throughout the school year by providing relevant PE/Health workshops to teachers and providing the resources/support to be able to execute the lessons successfully. Thank you for all you do!”  
- Elementary PE Teacher

“I love the opportunities to network with other PE teachers to share ideas and resources with. Thank you for the mini workshops throughout the year that provide this opportunity.”  
-Elementary PE Teacher

## LESSONS LEARNED

District Workshop participants were asked to name the most important thing that they learned at the workshop and how they will apply it to their classroom. There were 174 responses in total that were grouped into 19 themes. The most frequently mentioned theme related to “Using Sensitivity and Appropriate Content for Sex Education and Abuse Prevention” (Table 7; n=36). This was followed closely by “Teaching Strategies for Sex Education and Sex Abuse Prevention” (n=31) and “General Curriculum, Lessons, and Resources” (n=30). Please see Appendix F for a detailed list of *lessons learned* during District Workshops.

**Table 7:** Lessons learned

THEMES	(n=174)
Using Sensitivity & Appropriate Content for Sex Education & Abuse Prevention	36
Teaching Strategies for Sex Education and Sex Abuse Prevention	31
General Curriculum, Lessons, and Resources	30
Nutrition and the Fruit and Vegetable Wheel	10
Specific PE Skills and Activities	10
Other	7
General Health and Wellness	6
Fitness Gram	6
Mental Health and Suicide	5
Standards	5
Technology	5
General PE Skills	4
FLASH Curriculum	4
Bullying and Violence	3
SPARK Curriculum	3
HIV Curriculum	3
Presenters	2
Importance of Education	2
Sharing Information with Peers	2

## FUTURE TOPIC SUGGESTIONS

Respondents were asked to list three topic areas that they would be interested in learning more about for future workshops. There were 97 recommendations for workshop topics that were grouped into 16 themes (Table 8). The two most frequently requested workshop topics were “Activities & Games” (n=11) and “Sex Education & Sex Abuse Prevention” (n=11). Please see Appendix G for a detailed list of recommended workshop topics.

**Table 8:** Future workshop topics

THEMES	(n=97)
Activities and Games	11
Sex Education and Sex Abuse Prevention	11
Technology	8
Specific PE Skills	8
Curriculum	7
Nutrition	7
General Health and Wellness	6
Miscellaneous	5
Bullying and Violence	5
General Physical Education	5
Standards	4
Substance Abuse	4
Resources	4
Emotional and Mental Health	4
Specific Health Topics	4
Character Education and Life Skills	4

## **HHIET COMMENTS AND RECOMMENDATIONS**

Six out of the seven District Resource Teachers successfully organized a workshop in their District during the 2011-2012 SY, giving this deliverable a high completion rate.

HHIET has shared the complete list of future workshop topics with each of the RTs. It is recommended that the RTs refer to this list at the start of the 2012-13 SY to assist in selecting training topics that have been requested by previous workshop participants.

Similar to last year, several of the District Workshop topics do not relate directly to the HHI objectives that pertain to physical activity, nutrition, and tobacco education. Although the District Workshops may cover important health topics (e.g. Sexual Assault Curriculum, Sexual Violence Prevention), HHIET recommends that the RTs tailor their workshops more specifically to the HHI goals.

In addition, it may be useful to set any additional goals for this deliverable. For example, do the RTs want to have at least one teacher from each Complex Area attend their District Workshop? Several of the District Workshops do not receive many participants from across their District, but instead focus on one or two specific schools. It might also be helpful to try to increase the training levels from 101 to 201. A further discussion about workshop goals should be initiated when planning for the 2012-2013 SY.

# 2



## Professional Development Education, Empower, and Excel

**Conduct a Minimum of 9 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.

## PROFESSIONAL DEVELOPMENT EDUCATE, EMPOWER, AND EXCEL (PDE3)

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PDE3 courses provide an opportunity for professional development in health, nutrition, and PE for public school teachers outside of school hours. PDE3 courses require a minimum of 16 to 24 hours of contact time (2-3 credits). The RTs provide classroom instruction, technical assistance and additional instructional support as needed. PDE3 courses entail 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 consists of lesson plans, assessment rubrics, examples of student work, and teacher reflections.

There were 14 PDE3 courses offered during the course of the 2011-2012 SY. All Districts held at least one PDE3 course. Eight (8) courses were held in the Fall semester, 5 courses in the Spring semester, and 1 course was spread out over both semesters (Table 9). Approximately 181 participants completed and received credit for participating in a PDE3 course during the 2011-2012 SY.

**Table 9:** PDE3 courses, 2011-12 SY

District (# of courses)	PDE3 Title	Semester	Participants (n= 181)
<b>Honolulu (1)</b>	Academic Beats/Drums Alive	Fall 2011	13
<b>Leeward (1)</b>	Sex, Drugs, and Rock n' Roll for Secondary Teachers	Fall 2011	5
<b>E. Hawaii (1)</b>	Hawaii Health Standards and the HEAP Database II	Fall 2011	13
<b>Kauai (1)</b>	Elementary Fit 4 Life	Spring 2012	12
<b>Windward (1)</b>	PE Metrics	Spring 2012	9
<b>Maui (1)</b>	Integrating my Physical Activity Pyramid	2011-12 SY	11
<b>Central (3)</b>	PE Fair with a Flair	Fall 2011	10
	SPARK it up with Special Olympics	Fall 2011	8
	For the Health of It Too	Spring 2012	35
<b>State (5)</b>	Active Lifestyle & Motor Skill Attainment through Special Olympics II	Fall 2011	19
	Using Skill Building Strategies to Address Health Issues	Fall 2011	3
	Teaching Boundaries & Communication Skills to Prevent Sexual Abuse	Fall 2011	11
	Elementary Fitness for Life	Spring 2012	22
	Using Sexual Abuse and Dating Violence Prevention	Spring 2012	10

Data was available for all but one of the PDE3 courses (Academic Beats/Drums Alive; Honolulu, Fall 2011). Data collected from the PDE3 courses included a 6-item pre-post evaluation, an online survey regarding the standards, completion of a portfolio, 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 7).

If participants indicated being *Very confident* in all six task areas, the highest possible score was 24. In all PDE3 courses, the average post-test score was higher than the pre-test score, indicating that knowledge increased after completing the course. Table 10 shows the average scores for each PDE3 course and provides both the pre and post evaluation scores (and standard deviation).

**Figure 6:** Kauai Fit 4 Life PDE3 Course



“

Because of these opportunities and experiences from this PDE3 class, I have gained knowledge and experience using engaging, innovative assessments to help facilitate learning. I plan to continue to work on creating assessments that will help my students in their learning process. Assessing is a necessity to justify why we do what we do as teachers. ”

- Elementary Teacher

**Figure 7:** PDE3 pre-post test

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

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

<b>1. East Hawaii:</b> Hawaii Health Standards and the HEAP Database II	
<b>Dates</b>	10/20/11 to 12/29/11
<b>Grade Level</b>	K-12
<b>Content Area</b>	Health Education
<b>Instructor/RT</b>	Eileen Wagatsuma
<b>Pre-test</b> N=13 15.6 (2.7)	<b>Post-test</b> N=13 20.2 (2.5)
<b>p&lt;0.001</b>	

<b>2. Maui:</b> Integrating my Physical Activity Pyramid	
<b>Dates</b>	10/13/11 to 03/08/12
<b>Grade Level</b>	K-12
<b>Content Area</b>	Physical Education
<b>Instructor/RT</b>	Nathan Lance Nanod
<b>Pre-test</b> N=11 17.7 (4.2)	<b>Post-test</b> N=11 22.2 (2.3)
<b>p=0.009</b>	

<b>3. State:</b> Active Lifestyle & Motor Skill Attainment through Special Olympics II	
<b>Dates</b>	09/13/11 to 12/13/11
<b>Grade Level</b>	K-12
<b>Content Area</b>	Physical Education
<b>Instructor/RT</b>	Lisa Hockenberger/APEs*
<b>Pre-test</b> N=19 16.1 (3.9)	<b>Post-test</b> N=19 22.5 (2.1)
<b>p&lt;0.001</b>	

<b>4. Central:</b> PE Fair with a Flair	
<b>Dates</b>	08/30/11 to 12/27/11
<b>Grade Level</b>	K-12
<b>Content Area</b>	Physical Education
<b>Instructor/RT</b>	Yvette Ikari
<b>Pre-test</b> N=10 13.1 (2.1)	<b>Post-test</b> N=10 20.6 (3.4)
<b>p&lt;0.001</b>	

<b>5. Central:</b> SPARK it up with Special Olympics	
<b>Dates</b>	09/21/11 to 12/28/11
<b>Grade Level</b>	K-12
<b>Content Area</b>	Physical Education
<b>Instructor RT</b>	Yvette Ikari
<b>Pre-test</b> N=8 12.8 (3.7)	<b>Post-test</b> N=8 21.6 (2.8)
<b>p&lt;0.001</b>	

<b>6. Leeward:</b> Sex, Drugs, and Rock n' Roll for Secondary Teachers	
<b>Dates</b>	09/08/11 to 12/01/11
<b>Grade Level</b>	6-12
<b>Content Area</b>	Health Education
<b>Instructor/RT</b>	Julienne Nakano
<b>Pre-test</b> N=5 12.4 (2.5)	<b>Post-test</b> N=5 20.4 (2.1)
<b>p=0.004</b>	

<b>7. State:</b> Using Skill Building Strategies to Address Health Issues	
<b>Dates</b>	09/01/11 to 12/01/11
<b>Grade Level</b>	9-12
<b>Content Area</b>	Health Education
<b>Instructor/RT</b>	Cathy Kahoohanohano
<b>Pre-test</b> N=3 13.0 (2.6)	<b>Post-test</b> N=3 19.7 (1.5)
<b>p=0.081</b>	

<b>8. State:</b> Teaching Boundaries and Communication Skills to Prevent Sexual Abuse	
<b>Dates</b>	09/08/11 to 12/01/11
<b>Grade Level</b>	K-6
<b>Content Area</b>	Health Education
<b>Instructor/RT</b>	Jennifer Mitchell
<b>Pre-test</b> N=11 11.8 (2.2)	<b>Post-test</b> N=11 19.6 (2.2)
<b>p&lt;0.001</b>	

$\alpha = 0.05$

\* APE's = Adapted Physical Education Resource Teachers

<b>9. Honolulu: Academic Beats/Drums Alive</b> <i>Pre/Post tests were not collected</i>	
<b>Dates</b>	10/01/11 to 12/30/11
<b>Grade Level</b>	K-12
<b>Content Area</b>	Physical Education
<b>Instructor/RT</b>	Carrie Ekins, Courtney Johnson
<b>Pre-test</b> N/A	<b>Post-test</b> N/A
N/A	

<b>10. Kauai: Elementary Fit 4 Life</b>	
<b>Dates</b>	01/12/12 to 05/29/12
<b>Grade Level</b>	K-6
<b>Content Area</b>	Physical Education
<b>Instructor/RT</b>	Nancy Graf
<b>Pre-test</b> N=12 12.8 (4.4)	<b>Post-test</b> N=12 20.4 (2.5)
p<0.001	

<b>11. State: Elementary Fitness for Life</b>	
<b>Dates</b>	01/17/12 to 05/29/12
<b>Grade Level</b>	K-6
<b>Content Area</b>	Physical Education
<b>Instructor/RT</b>	Lisa Hockenberger
<b>Pre-test</b> N=22 15.1 (2.5)	<b>Post-test</b> N=22 21.6 (2.1)
p<0.001	

<b>12. State: Using Sexual Abuse and Dating Violence Prevention</b>	
<b>Dates</b>	01/24/12 to 05/01/12
<b>Grade Level</b>	K9-12
<b>Content Area</b>	Health Education
<b>Instructor/RT</b>	Jennifer Mitchell, Lisa Hockenberger
<b>Pre-test</b> N=10 17.2 (3.7)	<b>Post-test</b> N=10 21.1 (3.5)
p=0.025	

<b>13. Central: For the Health of It Too</b>	
<b>Dates</b>	01/24/12 to 04/24/12
<b>Grade Level</b>	K-12
<b>Content Area</b>	Health Education
<b>Instructor/RT</b>	Yvette Ikari
<b>Pre-test</b> N=35 14.1 (3.0)	<b>Post-test</b> N=35 21.1 (2.9)
p<0.001	

<b>14. Windward: PE Metrics</b>	
<b>Dates</b>	02/27/12 to 05/29/12
<b>Grade Level</b>	K-6
<b>Content Area</b>	Physical Education
<b>Instructor/RT</b>	Curt Okimoto
<b>Pre-test</b> N=9 13.7 (2.7)	<b>Post-test</b> N=9 21.7 (1.7)
p<0.001	

The majority of PDE3 participants believed that the standards were met during their PDE3 courses (as indicated by the online evaluation results in Table 9). Results were summarized for 11 out of the 14 PDE3 courses (based on the available results). The remaining 3 PDE3 courses were provided with a different survey format on the PDE3 website (it is unclear why) (see Appendix H for these results). Individual PDE3 course summaries are also available from HHIET upon request. Of the 143 respondents who completed the online evaluation form, 83.1% stated that the course exceeded the standards (more than met, or met to a high degree), while 99.2% of respondents felt that the standards were met, more than met, or met to a high degree (Table 11).

**Table 11:** PDE3 online survey results – Were the standards met? (n=143)

TOPICS and CRITERIA	DOES NOT meet the standard	PARTLY meets the standard	MEETS the standard	MORE than meets the standard	Meets the standard to a HIGH DEGREE	TOTAL Responses
Focuses on the Hawaii Content and Performance Standards (HPCD)	-	-	26	43	74	143
Focuses on the School Standard Implementation Design (SID)	-	2	33	43	65	143
Focuses on Student Learning, Results-Oriented	-	2	20	45	76	143
Appropriate Content	-	3	17	45	78	143
On-going and Sustained	-	1	23	49	70	143
Active Engagement	-	-	15	50	78	143
Collegial	-	2	24	48	69	143
Job Embedded	-	1	27	45	70	143
Systemic Perspective	-	-	32	47	64	143
Client-Focuses and Adaptive	-	2	21	44	76	143
Incorporates Reflection	-	-	18	40	85	143
Requires Learning Portfolio From Each Participant	-	-	21	31	91	143
<b>TOTAL Responses</b>	<b>0</b>	<b>13</b>	<b>277</b>	<b>530</b>	<b>896</b>	<b>1,716</b>
<b>Percentage of TOTAL</b>	<b>0%</b>	<b>0.8%</b>	<b>16.1%</b>	<b>30.9%</b>	<b>52.2%</b>	<b>100.0%</b>

## COMMENTS, SUCCESSES/BARRIERS, AND RECOMMENDATIONS

In the 2011-2012 SY, very few PDE3 participants submitted reflection forms (optional) describing how they incorporated the new materials and knowledge into their classroom. There were, however, participants from each course who shared comments via the online evaluation form. These comments are summarized according to PDE3 course in Appendix I. Overall, the PDE3 courses demonstrated an increase in knowledge (pre/post tests and learning portfolios) and were also viewed favorably by participants.

**Figure 8:** PDE3 Drums Alive using Mathematics



“I’m excited to do more Drums Alive with my students and try to integrate Drums Alive with different subject areas. We have already done so in math and science. My goals are to use Drums Alive in language arts and possibly Hawaiian Studies. This has turned out to be a great asset to my teaching and I can’t wait to see how it will help all my students meet their standards. ”

-Elementary Teacher

“Drums Alive is one of the best PD classes I have taken so far. It was very overwhelming in the beginning to apply it to my classroom as the concept was very different but now I am so happy that I persevered with the challenges. Aside from my students getting the math concepts, it also provides them with a great workout. For some of my students and me included, Drums Alive might be the only workout we get in a day. ”

-Kindergarten Teacher

# 3



## Professional Learning Communities

**Conduct a Minimum of 9 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)

HHI Resource Teachers collaborated with teachers and colleagues in their District to develop Professional Learning Communities (PLCs). PLC groups were comprised 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.

In previous years, this deliverable stated that *two* PLCs were required per District. This was found to be difficult to achieve outside of work hours, therefore, District RTs were asked to establish only *one* PLC in each District for the 2011-12 SY. All Districts were able to successfully organize at least one PLC, while Maui and Windward organized multiple PLC groups in their Districts. Several of the PLC groups met regularly over the entire school year, while others met sporadically over one semester. Table 12 lists the PLC discussion topics, the time period that each group met, and the number of participants in each group. In total, 105 teachers and staff were active participants in the Professional learning communities in the 2011-2012 SY.

**Table 12:** Overview of Professional Learning Communities, 2011-2012 SY

District	PLC Topic	Time Period	Participants (n= 105)
<b>Honolulu (1)</b>	Common Core, Improving Public School Ed.	Fall 2011	4
<b>Central (1)</b>	National Board Certification	Fall 2011	7
<b>Leeward (1)</b>	Introduction to Leeward District HPE Resources	Fall 2011	17
<b>E. Hawaii (1)</b>	Health Education at Waiakeawaena/Health Cadre	2011-12 SY	10
<b>Kauai (1)</b>	Health and Nutrition – Niihau School	2011-12 SY	4
<b>Windward (3)</b>	PE Fair	2011-12 SY	5
	Fitnessgram	2011-12 SY	5
	Fitness Meet Coaches	Spring 2012	25
<b>Maui (2)</b>	HEAP – A New Direction	2011-12 SY	12
	Athletics in the Maui District	2011-12 SY	16



**Figure 9:** PE Fair judges (Windward PLC)

## COMMENTS, SUCCESSES/BARRIERS, AND RECOMMENDATIONS

Resource Teachers were required to submit a brief annual 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 their PLC (Table 13). The RTs also identified successes, concerns, barriers, and/or major issues regarding their PLC (Table 14). Successes of PLCs were often attributed to the dedication and passion of the participating educators, while examples of barriers typically included limited free time, low participation, and insufficient funding.

**Table 13:** Overall notes/comments on PLC (n=6)

### General Comments (6)

- Creating integrated lessons, integrating health education with other content areas specific to each grade level at the school in order to increase the “health minutes” and meet the needs of the whole child in order to prepare the students to be college and career ready as well as have success and be happy in their post-school lives.
- Our PLC met twice in the first semester. Once at my former SRS’s home and once at Outback. Great to meet and catch up with the on goings of the DOE and everyone’s role in improving education for our students.
- We have been unable to fly over to Niihau since February, but teachers are supposed to be meeting at least once a month to collaborate and form their own learning community.
- This year, the focus of the PLC was to introduce the available Health and Physical resources that schools can borrow. Two PLCs were conducted to showcase the resources and to introduce the support of the new resource teacher. A “meet and greet” social at Ewa Makai Middle School and at HAHPERD’s Fall Social at Dave and Buster’s helped build the relations of Leeward’s teachers. Another PLC was planned that assisted in the relations of teachers, but due to the lack of response, this PLC was canceled.
- HEAP – Health Education Assessment Project. The HEAP is a SCASS – State Collaborative on Assessment and Student Standards. The members of HEAP work on developing a variety of materials to assess student performance in health education. Each member state is able to send two state representatives to the annual Fall and Spring meetings. The members choose to be a part a various committees. The members are a majority of state leaders in the health profession (University professors, health coordinators...). The group meet by WebEx meetings at least once a month (may be more). There is a lot of discussion of health issues though out the state and nation. The group make-up has given me a wider prospective of health issues in the nation.
- Athletic Directors Council – This Professional Learning Community allows me to communicate with the majority of high schools within the Maui District. The majority of the members are the directors of their athletic programs at their school. The Athletic Directors at many of the schools are the administrator responsible for the Physical Education and Health programs. As a teacher and a coach, I work with these leaders in many capacities. I attend their AD Council meetings and I am involved in many of the issues. The Athletic Directors are the administrators responsible for use of their athletic facilities. If the district has Physical Education trainings at a school – I would have to go through the Athletic Directors and principal for approval. The members also assist me in some of my district activities such as the NFL Pro Bowl school assemblies and clinics. The assist in the distribution of information and waivers to participants and assist with the clinic. They are able to provide assistance, support, and guidance.

**Table 14:** Successes, concerns, barriers or major issues identified (n=8)

Successes (4)	
<ul style="list-style-type: none"> <li>Support from Lisa Hockenberger, Denise Darval-Chang, and Kehau Lau</li> <li>Members are dedicated and share the passion of providing quality health education. Members are willing to meet beyond the school day to accomplish this.</li> <li>Teachers benefit from the learning community. The HEAP Health and Reading committee and the Item Development committee has merged and in the process of creating a HEAP “sampler” – it consist of a literature book aligned to a health topic (bullying, HIV) and Health Standards and Common Core Standards. It is difficult to have everyone meet at the same time as we cover all time zones. There are health educators/administrators that have given up much of their free time to meet and work on the HEAP. We also have had people that have retired but have continued to meet regularly. It is through their giving and dedication that we have continued to do the work of the HEAP.</li> <li>The group consists of individuals that can work together. In past years, some of the members could be difficult to work with. It has been a pleasure to work with these leaders in a professional manner. The important focal point is the Maui Interscholastic League and the members. The leaders are willing to provide assistance when needed. The meetings have much discussion on issues that concern the league. Time is also set aside to have conversation and activities in a less formal way.</li> </ul>	
Barriers (4)	
<ul style="list-style-type: none"> <li>The state of the HEAP is not looking very good. The concern is state funding of the SCASS and paying the state fees to be a part of the SCASS. The HEAP SCASS lost 7 states this year (total of 9). There is 11 SCASS presently but with budget cuts – states are deciding on pulling out. The lack of funds is jeopardizing if the HEAP SCASS will continue to function. We have lost some very good states (representatives) this year. This has caused the HEAP to reexamine how we do business and to try and market our biggest asset which is the HEAP resource library.</li> <li>I think the PLC’s are a burden, not the intention of what they are intended to do, but the time being asked of teachers and or whoever is part of my PLC. My members are Data Coaches, HSDB SRS, Vice Principal, and an SSC. The lack of our ability to meet more than twice is an indication of what I am referring to. This day and age of education is not what it was 15 years ago. I observed principal at the KMR celebration of learning at McKinley last week and my perspective of their physical state looked like they were “done.” They appeared tired, same for the teachers. So much is being asked of all educators and the “uncertainty” of the DOE’s direction, teacher’s contracts or lack of ...all impact the stress mental &amp; physical of the teachers.</li> <li>Limited funding (need to fly over on a helicopter) to attend their collaborations. The third PLC was planned, but due to the lack of interest, it was canceled.</li> <li>So much is being asked of every person on my PLC and DOE employees in general that what little non-work time we have as employee’s is valued to be spent with our families and our lives in general.</li> </ul>	

“ I truly appreciate the opportunity to work with colleagues. I have taught lessons that were developed by the cadre and posted on HEAP database. I have also used the WOW curriculum in my classroom. ”  
 –Elementary Teacher

“ There has been tremendous improvement. The students eat healthier and enjoy being active. Parents are becoming more aware and open to healthier choices. We have to do more, ensure consistency and expand our partnerships to add a variety of health connections to use on a daily basis. ”  
 – Elementary Teacher

## HHIET COMMENTS AND RECOMMENDATIONS

There were 105 active members involved in the Professional Learning Communities in the 2011-2012 SY. This is similar to previous years (87 participants in 2010-11, and 106 participants in 2009-2010). With no credit being received for participation, it is very challenging to persuade teachers to join and participate in PLCs on a regular basis.

HHIET has observed that there have been several good models of Professional Learning Communities. This applies to the groups that have a specific goal in mind or a specific task that they are trying to achieve together (e.g. East Hawaii's Health Cadre and Windward's Fitness Meet).

Overall, PLCs continue to be viewed as a lower priority compared to the other deliverables. This may be due to the lack of clarity about the goals and outcomes for this deliverable. If PLCs are to continue as a requirement in the 2012-2013 SY, HHIET suggests that the definition and goals of a PLC be thoroughly reviewed. Here are a few questions and comments to consider.

- What is the expected impact of a PLC?
- Do the RTs want to establish a minimum amount of meetings that each PLC should organize every year? Some PLCs organize regularly meetings, while others only have one or two meetings a year.
- If integrated properly into their overall work plan, PLC groups should not be viewed as an inconvenience, but instead as enhancing their workload and relationships. It appears to be beneficial to connect PLC goals with other deliverable activities or District events (e.g. Model School, Fitnessgram, Play Day, Technology & PE, Health Advocacy, etc.).



**Figure 10:** Leeward's PLC - District HPE resources

# 4



## Online Resource for Health and Physical Education

**Develop and Expand the Online Resource for Health Education and Physical Education Information:** This online resource will supplement the DOE's existing efforts to develop online instructional maps to support teachers in developing standards-based lessons. Materials from past professional development opportunities will be consolidated and to the greatest extent possible be included in the online tools. The Online Resource shall provide instructional maps to support teachers in developing standards-based lessons. 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.

## ONLINE RESOURCE FOR HEALTH AND PHYSICAL EDUCATION

The development of the HHI Health and PE Online Resource (website) began in 2009. An independent website developer was contracted outside of Hawaii to help complete this project during the 2009-2010 SY. The contractor did not respond in a timely manner and this deliverable remained at a standstill from 2009-2011. In the 2011-2012 SY, the responsibility of completing this deliverable shifted from the District RTs to the HHI ES and the State RTs.

In the spring of 2012, the HHI ES and State RTs began working internally with DOE to develop a draft website through the Department of Education's Lotus Notes System. Currently, no content has been uploaded onto the website while it is in the testing and development phase (Figure 11). DOE is also in the process of finalizing the guidelines and protocol for uploading information onto DOE approved websites. When this is complete, the HHI RTs will start populating the website with content and resources. The HHI Online Resource is intended to reach two different types of users: the general public and teachers/administrators that have Lotus Notes addresses.

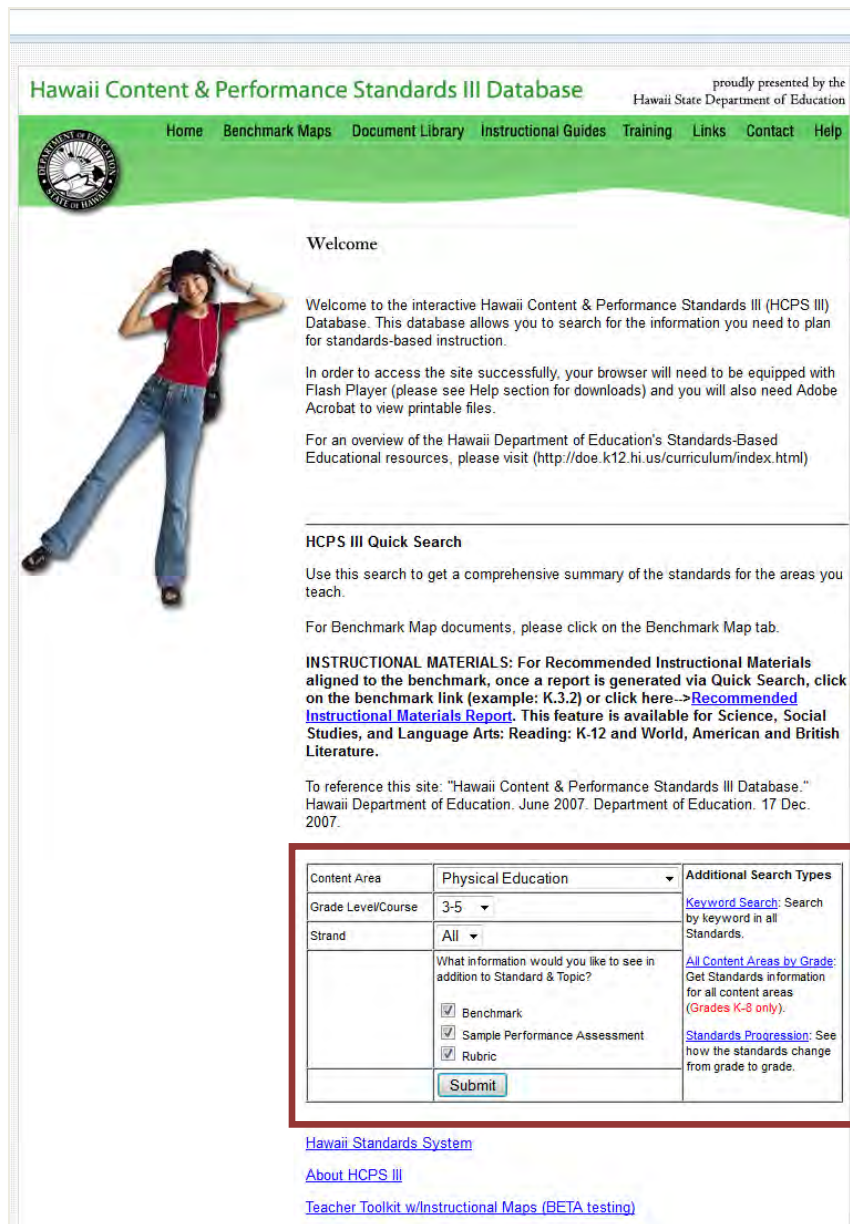
While the website is being developed, the State RTs have been continuously gathering health, nutrition, and PE resources to meet their deliverable of collecting a minimum of one resource per month. It is not clear whether the District RTs have also been gathering resources, or if they are waiting until the website is finished.

**Figure 11:** First page upon entering draft site



In recent discussions, it has been suggested that the HHI RTs should help maintain the content on DOE's currently established Hawaii Content & Performance Standards III Database (Figure 12). In addition to covering health education and physical education topics, the HCPS website has been created for all content areas statewide. In addition to maintaining DOE's HCPS website, HHI will also continue to develop their own online resource which would focus on specific health and PE resources at a District-level.

**Figure 12:** Current DOE HCPS III database



**Hawaii Content & Performance Standards III Database** proudly presented by the Hawaii State Department of Education

Home Benchmark Maps Document Library Instructional Guides Training Links Contact Help

**Welcome**

Welcome to the interactive Hawaii Content & Performance Standards III (HCPS III) Database. This database allows you to search for the information you need to plan for standards-based instruction.

In order to access the site successfully, your browser will need to be equipped with Flash Player (please see Help section for downloads) and you will also need Adobe Acrobat to view printable files.

For an overview of the Hawaii Department of Education's Standards-Based Educational resources, please visit (<http://doe.k12.hi.us/curriculum/index.html>)

**HCPS III Quick Search**

Use this search to get a comprehensive summary of the standards for the areas you teach.

For Benchmark Map documents, please click on the Benchmark Map tab.

**INSTRUCTIONAL MATERIALS:** For Recommended Instructional Materials aligned to the benchmark, once a report is generated via Quick Search, click on the benchmark link (example: K.3.2) or click here -> [Recommended Instructional Materials Report](#). This feature is available for Science, Social Studies, and Language Arts: Reading: K-12 and World, American and British Literature.

To reference this site: "Hawaii Content & Performance Standards III Database." Hawaii Department of Education, June 2007. Department of Education. 17 Dec. 2007.

Content Area	Physical Education	<b>Additional Search Types</b> <a href="#">Keyword Search:</a> Search by keyword in all Standards. <a href="#">All Content Areas by Grade:</a> Get Standards information for all content areas (Grades K-8 only). <a href="#">Standards Progression:</a> See how the standards change from grade to grade.
Grade Level/Course	3-5	
Strand	All	
What information would you like to see in addition to Standard & Topic? <input checked="" type="checkbox"/> Benchmark <input checked="" type="checkbox"/> Sample Performance Assessment <input checked="" type="checkbox"/> Rubric		
<input type="button" value="Submit"/>		

[Hawaii Standards System](#)  
[About HCPS III](#)  
[Teacher Toolkit w/Instructional Maps \(BETA testing\)](#)

## HHIET COMMENTS AND RECOMMENDATIONS

Unlike the other deliverables, the Online Resource is the one project that the RTs are least familiar with and is the only deliverable that has not been fully completed. With no substantial progress accomplished on this deliverable over the last three years, the HHI Resource Teachers need to make it a priority to complete this deliverable as soon as possible. The following questions and concerns should be addressed at the start of the 2012-2013 SY.

- What is the overarching goal of the website? This should be clearly established before any content is uploaded. HHIET recommends that the RTs create a detailed outline of content and resources that will be uploaded onto the website. Here are a few questions to consider.
  - Will this website provide a calendar of upcoming HHI training events?
  - Will the website be used to clarify questions related to specific health and physical education curricula?
  - Will the RTs upload agendas and PowerPoint slides from their workshops and professional development training events?
  - Will all District RTs be required to upload similar information?
- Although some progress has been made in initiating a draft template of the website, it is still unclear who will be designing and maintaining the website. Presently, basic clip art images are displayed on the draft website. HHIET recommends hiring a website designer to develop the initial format of the website if no one internally from DOE is able to assist. This is necessary in order to create an attractive and user-friendly template. The next step involves deciding who will manage the site once it is created. Will the District RTs send all of their materials to the State RTs for approval? Who will then be responsible for uploading the final materials?
- Lastly, there are four tabs/headings to choose from when accessing the draft site: Physical Education, HIV, Health, and DOE/DOH (see Figure 11). If the HHI DOE team is funded to support physical activity, nutrition education, and tobacco education, is it appropriate to include a separate tab solely for HIV on this website? Should this information be included under the Health tab instead?

# 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

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Resource Teachers were responsible for compiling an inventory of Lending Library materials, resources, and equipment available for use in their District. All seven of the District RTs submitted an inventory of resources and kept an annual log of items that were borrowed by teachers and staff during the 2011-12 SY. HHIET organized the Lending Library inventories according to District and then categorized them into four main groups (PE, HE, Technology, and Miscellaneous resources; see Table 15). The four categories have been divided into the sub-headings of *curriculum* and *equipment* to help differentiate between the types of items available.

**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, geomats, soccer balls, cones, and hula hoops.

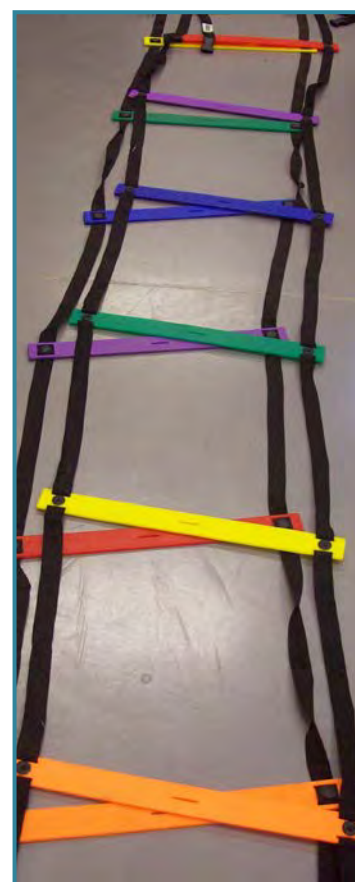
**HE Curriculum** resources refers to books and resources related to health and wellness. **HE Equipment** consists of any props, visual displays, or games used for health education.

The category of **Technology Curriculum** consists of 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 refers to heart rate monitors, Wii consoles, and pedometers.

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

Resources were tallied individually so that 10 basketballs were counted as 10 PE equipment items and not 1 overall equipment item of basketballs. A total of **12,947 resources** were reported from all 7 District inventories (Table 16). This is an increase of about 5,000 resources from last year (7,973 resources); however, two Districts did not submit an inventory last year and thus were not included in the count during the 2010-11 SY. In the 2011-12 SY, the category of **PE Resources** (curriculum and equipment combined) comprised the largest source of resources in the total inventory (**53.5%; 6,925 resources**).

Table 16 summarizes the *usage* of the Lending Library during the 2011-2012 school year. In almost every District, PE materials were shared more frequently than HE or Technology materials with a total of **3,381 PE items** being requested throughout the school year. When including all PE, HE, and Technology resources, a total of **3,769 materials** were requested by all of the schools across the state (decreased from 5,107 materials last year).



**Figure 13:** Agility ladders

**Table 15:** HE/PE inventory of Library resources and materials, 2011-12 SY

Resources	Central	Leeward	Maui	E. Hawaii	Honolulu	Kauai	Windward	TOTAL
PE Curriculum	412	17	84	75	176	20	12	<b>796</b>
PE Equipment	2030	1400	644	-	2606	144	101	<b>6925</b>
TOTAL PE	2442	1417	728	75	2782	164	113	<b>7721</b>
HE Curriculum	203	-	491	61	270	20	-	<b>1045</b>
HE Equipment	49	-	2	-	2432	2	-	<b>2504</b>
TOTAL HE	252	-	493	60	2702	22	-	<b>3549</b>
Technology Curriculum	7	5	25	16	16	-	-	<b>69</b>
Technology Equipment	174	688	189	14	518	-	18	<b>1601</b>
TOTAL Technology	181	693	214	30	534	-	18	<b>1670</b>
TOTAL Miscellaneous	1	-	6	-	-	-	-	<b>7</b>
<b>GRAND TOTAL</b>	<b>2,876</b>	<b>2,110</b>	<b>1,441</b>	<b>166</b>	<b>6,037</b>	<b>186</b>	<b>131</b>	<b>12,947</b>

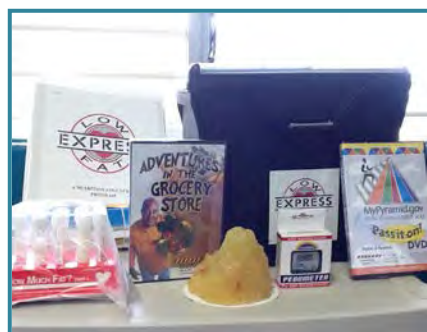
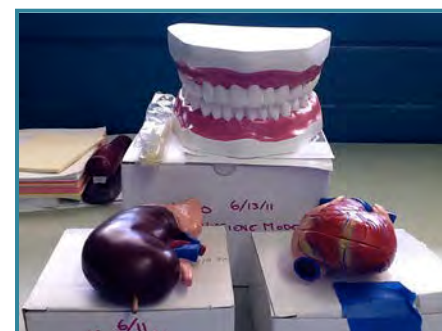
**Table 16:** Check-in/check-out log of Library resources and materials, 2011-12 SY

Resources	Central	Leeward	Maui	E.Hawaii	Honolulu	Kauai	Windward	TOTAL
PE Curriculum	1	5	-	10	7	9	5	<b>37</b>
PE Equipment	329	677	89	1	1196	197	109	<b>2598</b>
TOTAL PE	330	1428	89	11	1203	206	114	<b>3381</b>
HE Curriculum	157	5	-	2	10	8	1	<b>183</b>
HE Equipment	-	1	-	7	5	2	7	<b>22</b>
TOTAL HE	157	6	-	9	15	10	8	<b>205</b>
Technology Curriculum	-	-	-	-	-	-	-	<b>-</b>
Technology Equipment	40	1	107	-	31	-	4	<b>183</b>
TOTAL Technology	40	1	107	-	31	-	4	<b>183</b>
<b>GRAND TOTAL</b>	<b>527</b>	<b>1,435</b>	<b>196</b>	<b>20</b>	<b>1,249</b>	<b>216</b>	<b>126</b>	<b>3,769</b>

The RTs shared resources with more than **92 schools** across the state (this decreased from 127 schools last year) (Table 17). The *number of schools reached* was indicated by the unique number of schools that requested items for their school (counted only once). The *number of site visits RTs made to distribute resources* is also provided in Table 17 (could include more than one visit to a school). Collectively, the District RTs made **205 site visits** (down from 310 site visits in the 2010-11 SY).

**Table 17:** Schools utilizing Lending Library materials, 2011-12 SY

Districts	# and % of schools reached	# of site visits RTs made to distribute resources
Central	15 (35.7)	25
Leeward	16 (38.1)	32
Maui	6 (20.0)	17
East Hawaii	8 (34.8)	11
Honolulu	32 (60.4)	67
Kauai	5 (31.3)	17
Windward	10 (33.3)	17
<b>TOTAL</b>	<b>92</b>	<b>205</b>

**Figure 14:** Nutrition visual aids**Figure 15:** Health visual aids

## COMMENTS, SUCCESSES/BARRIERS, AND RECOMMENDATIONS

Resource Teachers were encouraged to describe successes, concerns, barriers or major issues associated with the Lending Libraries. Their comments are displayed in Table 16 and are divided into three themes: (1) Major Issues and/or Concerns, (2) Successes, and (3) General Comments (Table 18). The RTs indicated that more requests are being made as a result of PDE3 courses and novice teachers typically request resources instead of veteran teachers. Funding was listed as both a success (e.g., more schools reached) and also as a limitation (e.g., more funding needed to support the District resources). Distance and logistics were also listed as a limitation for providing resources to schools.

““ These resources all enhanced learning. The Bully Free Lesson Plans help students reflect on feelings. The Nutrition Kits helped students visualize amounts of fats, oils in foods. The Fruit + Veg wheels were a fun way to study nutrients. The germ glow tent was a fun and very real way to teach kids about proper sanitation. ””

- Part-time Health & Wellness Elementary Teacher

**Table 18:** Success, concerns/barriers, and general comments (n=13)

### Successes (6)

- Funding supported and distributed by Ann Horiuchi
- More schools have been reached this year due to funding
- Available funding repaired and replaced equipment that was frequently used in the past (Trikkies, Trikke Helmets, pedometers, SPARK curriculum, success balls)
- Waikele Elementary and Ilima Intermediate checked out Physical Education (PE) equipment for the first time from Leeward District. These resources assisted teachers in conducting nontraditional physical activities that engaged all students at one time, instead of the traditional activities of standing in line, limited participation, etc... Waikele and Ilima Schools continue to seek resources from the assistance of the Leeward District Resource Teacher.
- Purchased equipment and supplies from the money that was held back last year. The district is getting equipment that may be used by teachers. The PDE3 classes have opened up the resource library to teachers.
- A major success is that I am having some elementary school contacts from my PDE3 course. These teachers are being trained on various kinds of physical activity and are making use of the district resources.

### General Comments (5)

- The PDE3 classes have opened up the resource library to teachers. I would like to work on organizing it in a more teacher friendly way (pictures and by topics).
- The district is fortunate to have support from Iao Intermediate School to house the HPE resources.
- There are requests to have more trainings in Fitnessgram. I will continue to purchase and have more Fitnessgram equipment and resources available for teachers to implement Fitnessgram in their classrooms.
- There is also teacher request to have trainings in the Fitness For Life curriculum.
- Most veteran teachers are not asking for resources. Most requests come from novice health teachers.

## Concerns and Barriers (2)

- More funding is needed for equipment to support Health and Physical Education (PE) professional development in the Leeward District. The following situations occurred due to the lack of available funding:
  - 1) Leeward District could not provide any stability balls for the implementation of the Drums Alive PDE3 class for their four Leeward participants. It was through the assistance of Honolulu District that provided the needed equipment for the class.
  - 2) In order to conduct the two elementary PE SPARK trainings, cones, balls, spot makers had to be borrowed from the Ewa Beach 21<sup>st</sup> Century Grant Project for the trainings.
  - 3) Funding was only provided to 12 substitutes for the Health Education FLASH Training (Sexual Health) for the year.
- The difficulty of providing equipment for Lanai and Molokai is a concern. I always have the concern of sharing district equipment with teachers on Molokai and Lanai – especially the bulky items. This puts those teachers and their students at a disadvantage. I will continue to work on building up the district resource library on a limited budget. The outer islands have always been at a disadvantage as we use our monies on travel to teacher trainings which does limit the amount we can use to support our resource libraries.

## HHIET COMMENTS AND RECOMMENDATIONS

During the 2011-2012 SY, **92 schools and teachers** borrowed health and PE resources from the HHI lending libraries (Table 19). The overall number of resources reported across all Districts was 12,947 items. A total of **3,769 resources** were borrowed by various teachers and schools as recorded on the District check-in/check-out logs.

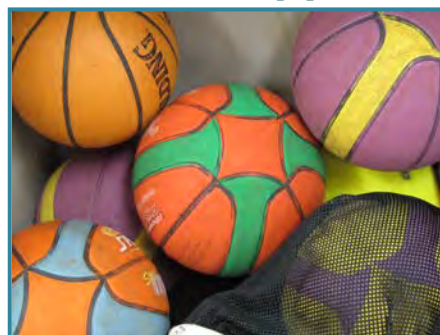
**Table 19:** Summary of Lending Library usage

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

It is likely that the total amount of inventory items is actually underreported. The inventory list should include every available resource in that District, however, several resources that were listed as “borrowed” in the log, were sometimes not found on the overall inventory of available resources. Furthermore, a comparison across Districts shows inconsistent reporting. For example, Leeward and Windward reported having zero health curriculum/equipment resources in their District.

HHIET suggests that specific goals be defined regarding the Lending Library. Is the goal to increase the usage of resources each year, or simply to make the resources available for teachers to borrow? Overall, there has been an increase in the health and PE inventory items from last year, but a decrease in the usage of the Lending Library.

**Figure 16:** Athletic equipment



Last year, HHIET recommended that the District RTs consider distributing their inventory list to teachers in their District at the start of the school year. This would increase teachers' awareness as to what materials were available to borrow from the HHI Lending Library. At the start of the 2011-2012 SY, two District RTs created new methods of informing teachers in their District about available resources. The Honolulu District RT worked with State RT, Lisa Hockenberger, to take photographs of all of the available resources to borrow. This was then compiled into a presentation of photos which was distributed to teachers in the Honolulu District. The Leeward District RT organized an Open House for Health and PE Resources, which included displaying the available resources. Teachers were encouraged to submit their requests in advance for the resources they would like to borrow. HHIET recommends that the remaining RTs adapt similar approaches next school year to promote the functionality of the Lending Library.

The Honolulu District RT also distributed reflection forms to teachers who borrowed resources from the Honolulu Lending Library. The reflection forms asked teachers to explain how the resources were used in their classroom and to describe what additional support they needed. HHIET recommends that the other District RTs encourage teachers to complete these reflection forms as well.

“ Student achievement increased tremendously when each student has their own set of speed stacks to use, when using the correct ball to play team handball, when warming up with basketball skillastics and practicing skills they will use in the actual game. ”

- Elementary School PE Teacher

**Figure 17:** Right: Soccer Skillastics; Bottom Left: Tanita Scale



“ Thank you so much for letting me use the P.E. equipment. I normally don't purchase P.E. equipment when purchasing classroom supplies and this was a great way for me to “try out” the jump ropes. Next school year, I will definitely set aside money to purchase jump ropes for my students because I see the benefits from using them. ”

- Elementary Classroom Teacher

# 6



## In-Kind State Conference

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

## IN-KIND STATEWIDE CONFERENCE



Last year, the HHI Resource Teachers helped host the State Health and Physical Education Conference at the University of Hawaii's Stan Sheriff Center in May 2011. For the 2011-2012 SY, Hawaii partnered with HAHPERD (Hawaii Association for Health, Physical Education, Recreation and Dance) for AAHPERD's (American Alliance for Health, Physical Education, Recreation and Dance) Southwest District (SWD) Conference. The SWD Conference was held at Turtle Bay Resort from June 13-16, 2012. AAHPERD's Southwest District consists of members from Arizona, California, Guam, Nevada, New Mexico, Utah and Hawaii. The theme of this year's conference was "Aloha: A Lifetime of Healthy Activity - live it, love it!"

This deliverable does not include any specific requirements aside from partnering with an organization to help host a Statewide Conference. In general, the primary role of the HHI RTs is to provide In-Kind assistance to HAHPERD to help coordinate this event. Examples of assistance prior to the conference included preparing the conference packets for participants and providing necessary equipment for presenters. They also invited colleagues to attend the event and encouraged students in their Districts to participate in the PE Poster contest (winning posters were displayed at the Conference).

During the Conference itself, the RTs played an important role in assisting with the daily logistics. Several RTs, the HHI ES, and the Adapted PE Teachers worked at the registration table, gave presentations, and served as judges for the Ho'olaule'a Team Challenge. Overall, there were 9 presentations given by the RTs and/or Model School teachers (Table 20).

**Table 20:** Sessions presented by RTs and/or model school teachers

Presenters	Title	Total Attendees (n)	Hawaii Attendees (n)
Leighton	Indoboard Balance Trainer: Beginner to Advanced	13	9
Ann and Becky	Why Health & PE Teachers are Critical to Your Child's Education	7	4
Mark	Implementation of Standards-Based Grading in PE Class	14	8
Nancy/Denise/Lisa	IT Rocks! Traversing Fitness Fun without Climbing	13	7
Curt	The New Physical Education Fair Competition	9	6
Julienne	Get Hands On with Sexual Health	5	4
Eileen and Lance	Surfing Towards Meeting Health Standards	7	5
Cathy and Cathy*	Teaching Sexual health – WHO ME? YES ME!	0	0
Eileen	Menehunes Building a Strong, Healthy Village	8	8

\* No attendance at this presentation. It took place at the same time as one of the Scholar presentations.

The agenda for the Conference included one keynote presentation, two distinguished scholar presentations, 100 lecture and/or activity sessions, exhibitor demonstrations, a student poster competition, and a Ho'olaule'a celebration (team challenge). There were also morning physical activity breaks, social events in the evening, and pre-convention workshops including: Polynesian Dance, Standup Paddling and Polynesian Games.

The keynote speaker was Dr. Brad Strand, Past President of AAHPERD. Dr. Strand is a faculty member at North Dakota State University in the Department of Health, Nutrition and Exercise Sciences. His work focuses on physical education, fitness education, technology in physical education, ethics and sportsmanship, and confrontations in sports.



**Figure 18:** Keynote presentation

The 2011 AAHPERD Scholar was Dr. James Morrow, Regents Professor in the Department of Kinesiology, Health Promotion, and Recreation at the University of North Texas. His teaching and research focuses on measurement issues related to physical fitness and activity assessment. He gave two presentations at the SWD Conference.

1. Testing Results – What Can You Believe? There are Errors Everywhere You Look
2. Youth Fitness Testing Issues

Dr. Monica Lounsbery, Alliance Scholar, is the director of the Physical Activity Policy Research Program at the University of Nevada. The focus of her research program is to examine physical activity in relation to policy and environmental variables. Her recent research focuses primarily on school physical activity policy. Her SWD Presentation was entitled, “School Physical Activity and Policy Assessment”.

HAHPERD was responsible for evaluating the conference. Two weeks after the completion of the conference, an online survey was distributed to the participants through the survey tool Qualtrics. Forty-three individuals completed the online survey (n=43, response rate of 18.1%). The Keynote Speaker and Scholars were evaluated on a four-point scale from poor to excellent. All respondents rated the speakers as Good or Excellent (Table 21).

**Table 21:** Evaluation of key presenters

Presenters	Poor	Fair	Good (n, %)	Excellent (n, %)	Average Score
Keynote - Dr. Brad Strand (n=30)	-	-	13 (31.0)	<b>17 (40.5)</b>	3.57
Alliance Scholar - Dr. James Morrow (n=20)	-	-	6 (15.0)	<b>14 (35.0)</b>	3.70
SWD Scholar - Dr. Monica Lounsbery (n=27)	-	-	12 (29.3)	<b>15 (36.6)</b>	3.56

Participants could choose to attend any of the 100 sessions over the course of the 4-day conference. Of the sessions offered, 81 sessions were related directly to physical education, and 14 were related to health education. In addition, 3 sessions incorporated both health and PE topics (Table 22). HHIET divided the session titles into more specific categories or themes (Table 23). The most widely available session topics were related to “Fitness” (n=11) and “Lifetime Activities” (n=11), followed closely by “Dance” (n=10). A complete list of the session titles can be found in Appendix K. The majority of the presenters came from outside of Hawaii (n=78, 62.9%). Approximately 35.5% of presenters were from Hawaii (n=44), and there were also two international presenters (n=2) (Table 24).

**Table 22:** Health and PE sessions (n=100)

THEMES	n (100)
<b>Physical Education</b>	<b>81</b>
Health Education	14
Health & Physical Education	3
Miscellaneous	2

**Table 24:** Where did presenters come from?

PRESENTERS	n (%)
<b>Presenters from other States</b>	<b>78 (62.9%)</b>
Hawaii presenters	44 (35.5%)
International presenters	2 (1.6%)
<b>TOTAL</b>	<b>124</b>

**Table 23:** Session titles by theme (n=100)

THEMES and TOPICS	(n=100)
<b>Fitness</b>	<b>11</b>
<b>Lifetime Activities</b>	<b>11</b>
<b>Dance</b>	<b>10</b>
Sexual Health and Sex Education	8
Standards and Assessment	8
Physical Education University Majors	8
Integrating Physical Activity	6
Physical Education Games/Activities	6
Health Education	5
Team Sports	5
Miscellaneous	5
Technology	4
New PE	3
Importance of Health & PE	3
School-Wide Wellness Programs	3
Special Education	2
Online PE Curriculum	2



**Figure 19:** Pre-conference workshops – Polynesian Dancing and Land Paddling

In total, 238 participants attended the SWD Conference in June 2012. The majority of participants worked in “Public Schools” (n=61, 25.6%), followed by “University” employees (n=48, 20.2%) (Table 25).

**Table 25:** Conference participants – area of work

Area of Work	n	%
<b>Public School</b>	<b>61</b>	<b>25.6</b>
University	48	20.2
State/DOE/RTs	40	16.8
Recreation/Fitness Organization	32	13.4
Unknown	23	9.7
Private School	13	5.5
Other (e.g., Bonnie's Fitwear)	11	4.6
Community Health Organization	6	2.5
Retired	4	1.7
<b>TOTAL</b>	<b>238</b>	<b>100.0</b>

**Figure 20:** East Hawaii’s Health Cadre at SWD



When asked to list their primary discipline in the online survey, the majority of respondents said “physical education” (n=27, 62.8%) (Table 26). This may not be a true reflection of the overall discipline areas as the response rate was very low.

**Table 26:** Primary discipline of conference participants

Primary Discipline	n (43)	% (100)
<b>Physical Education</b>	<b>27</b>	<b>62.8 %</b>
Other (classroom teacher, retired, public health)	8	18.6 %
Health	4	9.3 %
Physical Activity and Recreation	3	7.0 %
Adapted Physical Education	1	2.3 %
Dance	-	-

“ We have done an outstanding job within our cadre; within Waiakeawaena and this summer with our participation in the SWD conference on Oahu, we celebrate a great accomplishment that will inspire others to follow our lead as a Model Health School. With every step we take, a journey begins, and there are footprints to guide others along the way. ”  
– HHI Model School

## HHIET COMMENTS AND RECOMMENDATIONS

There were 100 conference sessions and presentations 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. The majority of health sessions discuss sexual assault education and prevention. It seems plausible to expand the health topics to include other topics such as mental health, substance abuse, obesity and smoking education.

If the HHI RTs return to co-hosting the State Health and PE Conference with HAHPERD next year, one recommendation is to invite more school leaders (not just health and PE teachers) in order to promote health, PE, and wellness on a school-wide level.

The RTs should assess if they want to continue their partnership with HAHPERD for the State Health and PE Conference in the 2012-2013 SY. Would HHI like to support a different conference or event? For example, would it be beneficial for HHI to promote the PE Poster Fair Competition on a statewide level next year?



**Figure 21:** HHI Presenters: Curt Okimoto (top), Lisa Hockenberger & Nancy Graf (middle), Mark Makimoto (HHI Model Schools - bottom)



**Figure 22:** HHI Resource Teachers helping to organize, score, and judge the Ho'olaule'a Team Challenge

# 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

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By May 2012, the nine schools participating in the Model Schools 2013 Program had completed the second year of the three-year program. The Model Schools can be viewed as case studies that involve school-wide participation from teachers, administrators, and students. Nine schools on Oahu, Kauai, Maui, and the Big Island are working to strengthen their curricula and programs in health, nutrition, and physical education. By 2013, these schools are expected to serve as a “model” for other schools across the state.

During the first year of the Model School Program (2010-2011), the HHI RTs were responsible for recruiting at least one school in their district to join the Model School Program. Throughout the first two years of the program, the RTs assisted each school with the development of an action plan and also provided 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 (Table 27). The Honolulu and Windward Districts are supporting two model schools each. Leeward is the only district that does not have a Model School. Without a District RT in West Hawaii, Ann Horiuchi became the lead DOE contact for PE Model School, Kealakehe High School (Kona). Each Model School has chosen to focus on one of three content areas: health education, nutrition education, or physical education (see Table 27). The majority of schools have elected to become a PE Model School.

At the start of the 2011-2012 SY, Ann Horiuchi (HHI ES) and Becky Rodericks (HHIET) met with the District RTs to review the Year 2 action plans for each Model School. Also at this time, HHIET renewed the Institutional Review Board (IRB) application with the UH Committee on Human Studies and the DOE Systems Accountability Office. This ensured that permission was granted to collect data at the Model Schools.

**Table 27:** Content area of 9 participating Model Schools

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

During Year 2 of the Model School program, the HHI Evaluation Team continued to use the same four assessment tools: (1) fitness assessments, (2) school performance data, (3) observations, and (4) surveys.

1. Fitness Assessment: Although not required, pedometer and fitnessgram data are being collected at several 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 also being used at some Model

Schools 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). Thus far, one Model School has provided pedometer data to help track the number of steps taken during PE class.

2. School Performance Data: Every year, HHIET collects school performance data for the Model Schools. This data is publicly available through DOE's Systems 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 for analyzing trends over time.

3. Classroom Observations:

### **Part 1 Classroom Observations - Physical Education**

School site visits are conducted once a year at PE Model Schools using two observational instruments (SOFIT and SOPLAY – see Appendix M) 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 eight Model Schools from January 25th to May 18<sup>th</sup> 2012. Even though Waiakeawaena is not a *Physical Education* Model School, limited physical activity data was collected during the site visit in January 2012. Physical activity data was not collected at the one Nutrition Model School, Kauluwela Elementary School.

The observations were carried out by the HHI School Evaluation Coordinator and one graduate research assistant using SOFIT and SOPLAY data collection instruments. The following list includes the Model School observation dates during the 2011-12 SY.

1. January 25, 2012: Waiakeawaena El
2. February 24, 2012: Red Hill El
3. March 23, 2012: Kealakehe High
4. March 27, 2012: Laie El
5. March 30, 2012: Kalama Inter
6. April 10, 2012: Jarrett Middle
7. April 27, 2012: Waimea High

“Having zumba twice a week at our school motivated teachers to be more physically active; walking extra on Fridays, workout on alternate days using a video, staff bringing healthy lunches for one another. One of our teachers even lost a pants size and continues to exercise and watches what she eats.”

-Red Hill Elementary School

“A special needs student who has set personal fitness goals from the beginning of the school year has reflected upon his accomplishments such as losing 37 lbs. From 205 to 168 in 8 months. From 24% body fat to 18% body fat. He also decreased his mile speed from 14 minute miles to 10 minute miles. This student changed his eating habits and continued to pursue his personal fitness goals. This proves to me that our curriculum works with all students to help achieve personal goals.”

– Kealakehe High School

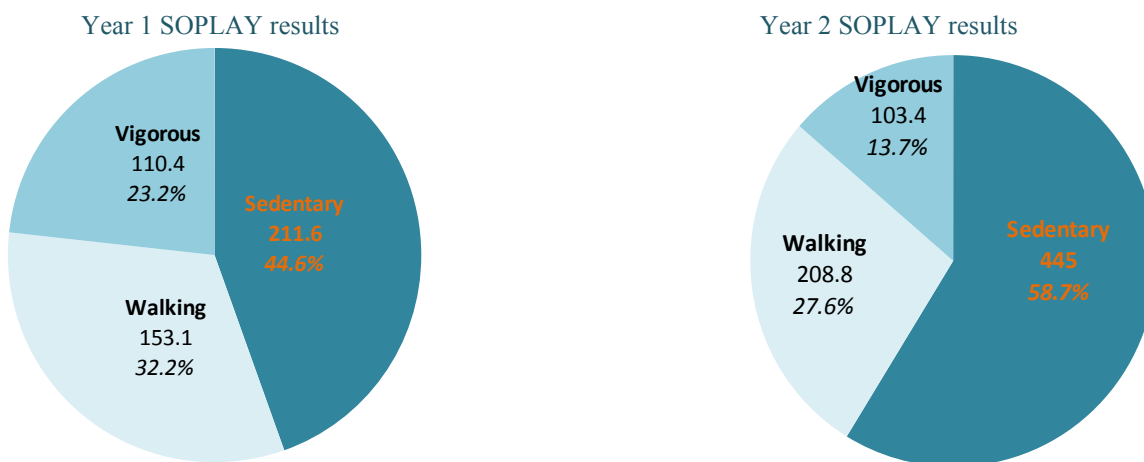
SOPLAY and SOFIT results are presented below for the first two years of the Model School Program (Table 28, Figure 23). Individual reports have been distributed to the Model School staff and District RTs. Although SOFIT and SOPLAY are considered to be highly reliable tools in the field of education, the results are only intended to be used as a guide and reference for conducting future PE lessons. The evaluators acknowledge that observations conducted only at one time over the course of a school year may not be representative of the entire PE program.

During Year 1 and Year 2, SOPLAY results indicated that the majority of students at each school engaged in “sedentary” behavior during free play or recess periods (Table 28). When the results were combined for all of the Model Schools, the patterns remain similar with students primarily engaging in more sedentary behavior and less vigorous activity (Figure 23).

**Table 28:** SOPLAY results – Year 1 and Year 2

School	Sedentary		Walking		Vigorous	
	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
Jarrett Middle	62.3%	<b>64.2%</b>	32.4%	26.2%	5.3%	9.6%
Laie El	27.3%	<b>43.4%</b>	38.8%	33.3%	33.9%	23.2%
Kainalu El	25.3%	<b>38.0%</b>	35.3%	28.3%	39.4%	33.7%
Kalama Inter	57.7%	<b>63.5%</b>	23.2%	28.7%	19.1%	7.8%
Waiakeawaena El	N/A*	<b>66.3%</b>	N/A	23.8%	N/A	10.0%
Kealakehe High	71.2%	<b>69.4%</b>	24.4%	24.9%	4.4%	5.7%
Waimea High	64.3%	<b>82.0%</b>	18.3%	17.0%	17.5%	1.0%
Red Hill El	24.0%	<b>39.3%</b>	64.0%	34.1%	12.0%	26.7%

\*Waiakeawaena is not a PE Model School, therefore physical activity data is not required.



**Figure 23:** SOPLAY Summary for 8 Model Schools, Year 1 and Year 2

The general trends of student activity levels during the first two years of the Model School Program are displayed in Table 29. The most frequent category of student activity in Year 2 was “standing” (shaded in gray).

**Table 29:** SOFIT student activity results – Year 1 and Year 2

School	Lying		Sitting		Standing		Walking		Vigorous	
	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
Jarrett Middle	-	1.3%	32.6%	15.3%	18.4%	<b>52.8%</b>	23.9%	7.8%	25.1%	22.8%
Laie El	-	5.0%	1.0%	19.7%	43.6%	<b>35.9%</b>	24.7%	16.2%	30.7%	23.2%
Kainalu El	-	-	37.4%	<b>45.8%</b>	22.1%	20.8%	17.2%	23.6%	23.2%	9.7%
Kalama Inter	-	0.2%	11.7%	9.8%	41.7%	<b>39.4%</b>	16.5%	27.0%	30.1%	23.6%
Waiakeawaena El	-	-	-	25.2%	-	<b>27.9%</b>	-	32.4%	-	14.4%
Kealakehe High	1.5%	0.9%	17.7%	24.3%	22.7%	<b>40.3%</b>	20.5%	18.0%	37.5%	16.6%
Waimea High	-	0.1%	20.8%	8.6%	31.2%	<b>35.1%</b>	29.1%	31.9%	19.0%	25.0%
Red Hill El	-	-	11.6%	19.5%	30.9%	<b>39.4%</b>	12.4%	20.6%	45.1%	20.6%

\*Numbers shaded in gray show the most prominent student activity during Year 2 observations



**Figure 24:** An HHI evaluator observing PE class at Red Hill (right) & Kalama (left)

Healthy People 2010 recommends that all PE classes engage in 50% of moderate-to-vigorous physical activity (MVPA) during class time<sup>1</sup>. MVPA was calculated for each Model School by adding the percentage of time spent engaged in “walking” and “vigorous” activities. Although half of the Model Schools appear to have decreased their MVPA levels from Year 1 to Year 2, these results are only meant to present an overview of two randomly selected days of PE and should be interpreted with caution (Table 30).

**Table 30:** Summary of MVPA Levels, Year 1 & 2

School	% of MVPA	
	Year 1	Year 2
Jarrett Middle	<b>49.0%</b>	30.6%
Laie El	<b>55.4%</b>	39.4%
Kainalu El	<b>40.4%</b>	33.3%
Kalama Inter	46.6%	<b>50.6%</b>
Waiakeawaena El	--	<b>46.8%</b>
Kealakehe High	34.6%	<b>58.0%</b>
Waimea High	48.1%	<b>56.9%</b>
Red Hill El	<b>57.5%</b>	41.2%



**Figure 25:** Observation days at the Model Schools

<sup>1</sup> US Department of Health and Human Services. *Healthy People 2010*. 2nd ed. 2 vols. Washington, DC: US Dept of Health and Human Services; November 2000.

## Part 2 Cafeteria Observations - Nutrition Education

During the 2011-2012 SY, the HHI Evaluation Team conducted a cafeteria assessment for the only Nutrition Education Model School, Kauluwela Elementary School. There were two objectives of this project.

1. To determine what food items students chose when given the option (Grades 3-5)
2. To identify food items that generated the greatest amount of waste (K-2)

This school was visited on two randomly selected days, with a total of 4 cafeteria periods being observed. The HHI Evaluation Team used handheld counters to assess the number of food items that were selected by 317 students over the two-day period. For the younger students (K-2), lunch trays were weighed on a digital scale and photographs were taken of each tray before being discarded. The HHI Evaluation Team later analyzed the photographs on a 4-point scale for each item of food that was offered: (1) none consumed, (2) less than half consumed, (3) half or more than half consumed, or (4) all of the item consumed.



**Figure 26:** Handheld counter (left); Digital photography and weighing station (right)

The results will be shared with the Principal, Cafeteria Staff, Health Teacher, DOH, School Food Services Branch, and the District RT that works with this Model School. A follow-up assessment will be conducted at Kauluwela Elementary School (in Spring 2013) using the same menu to see if any changes or patterns can be identified.

There are several concluding points from this assessment.

1. More than half of students in grades 3-5 choose fruits and vegetables when given the choice, however, students are less likely to choose vegetables than bread or fruit (Table 31).

**Table 31:** Percent of students that selected each food item

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

2. Approximately half of the food was discarded from each lunch tray (160.7 grams, 49.5%) (Table 32).

**Table 32:** Weight of food that was discarded

Observed school day	# of plates observed	Average weight of trays before eating (g)	Weight of discarded food in grams (standard deviation)
Day 1	173	321	155.6 (87.7)
Day 2	181	329	165.5 (69.9)
<b>Total</b>	<b>354</b>	<b>325</b>	<b>160.7 (79.2)</b>

3. Direct assessment of the photographs revealed that the least consumed item for students in grades K-2 was vegetables (Day 1–salad, Day 2–corn/green beans). The entrée and fruit had the highest consumption rate for students (Table 33).

**Table 33:** Amount of food consumed on a 4-point scale

Day 1	Mean (SD)	Day 2	Mean (SD)
Creole macaroni	<b>2.74 (1.22)</b>	Peaches (canned)	<b>2.97 (1.31)</b>
Apple wedges	2.36 (1.32)	Turkey/mashed potatoes	2.46 (1.07)
French bread	2.16 (1.30)	Raisin roll	2.15 (1.24)
Salad	1.33 (0.90)	Beans and corn	1.85 (1.17)

**Figure 27:** Sample tray excluding milk Day 1 (left) and Day 2 (right)



#### 4. Surveys (Student and Teacher surveys):

##### **Student surveys (1,412 surveys completed):**

For Model Schools focusing on health and nutrition, baseline and follow-up surveys are being used to assess the following: students' change in social norms regarding consumption of fruits and vegetables; self-efficacy about their ability to consume more fruits and vegetables; general nutrition knowledge; and the number of servings of fruits and vegetables consumed in the previous day. For Model Schools concentrating on physical education, surveys 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; and 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.

Several teachers at the Model Schools experienced difficulties in receiving signed parental consents, leaving them with a lower response rate than anticipated (see Table 34). Furthermore, the Honolulu RT was unable to collect Jarrett Middle School's surveys in the first year because the PE teacher misplaced the completed surveys. Waimea High School only returned five completed student surveys and Kealakehe High School did not administer the survey because their action plan was completed later than the other Model Schools. In the Fall of 2011 (Year 2), surveys were re-administered at Jarrett Middle School, Waimea High School and Kealakehe High School. Overall, 1,412 student surveys were completed with individual school response rates ranging from 17.7% to 84.0%.

**Table 34: Model School evaluation items**

<b>District</b>	<b>Model School</b>	<b>Content Area</b>	<b>Response Rate</b>
<b>Honolulu</b>	Jarrett Middle	PE	84.0%
<b>Windward</b>	Laie El	NE/PE	76.8%
<b>E. Hawaii</b>	Waiakeawaena El	HE	69.6%
<b>Honolulu</b>	Kauluwela El	NE	64.2%
<b>Kauai</b>	Waimea High	PE	54.6%
<b>W. Hawaii</b>	Kealakehe High	PE	42.0%
<b>Maui</b>	Kalama Inter	PE	41.9%
<b>Windward</b>	Kainalu El	PE	18.4%
<b>Central</b>	Red Hill El	PE	17.7%

HHIET entered all of the data from the surveys into the Statistical Software Package SPSS (Version 19.0) and compiled individual summary reports for each Model School. These reports were distributed to the RTs and Model School teachers in the Fall of 2011. Copies of the survey instruments, along with the final reports may be requested at any time from the HHI Evaluation Team. Distribution of the follow-up surveys is planned for the Spring of 2013.

Tables 35-37 provide examples of student survey responses. The responses are organized according to school level (elementary or secondary) and content area (PE, HE or NE).

**Table 35: Sample student survey results - Middle and High PE**

Preferences and Thoughts Regarding PE Class
<ul style="list-style-type: none"> <li>Only 5% of students (n=5) prefer to have <i>fewer PE classes</i>. A similar amount of students would either like <i>more PE classes</i> (48%), or the <i>same amount of PE classes</i> (47%).</li> <li>If PE was optional, 86% of the students would elect to take it next year.</li> <li>Approximately 65% of students (n=110) <i>like PE a lot</i>, and 31% (n=53) <i>like PE a little</i>.</li> <li>Only 4.1% of students (n=7) reported <i>not liking PE</i> at all.</li> </ul>
Attitudes and Behaviors towards Physical Activity
<ul style="list-style-type: none"> <li>Almost all of the students (n=189, 91.8%) <i>strongly agree or agree</i> that they feel good about themselves when they know they have worked hard in PE.</li> <li>During the past 7 days, most students stated that they exercised for a minimum of 60 minutes for 3 to 7 days (n=182, 86.6%), with the majority of students indicating that they exercise for 3 days a week (n=45, 21.4%)</li> </ul>
Knowledge of Physical Activity
<ul style="list-style-type: none"> <li>Ninety-one percent (91%) of students <i>strongly agreed or agreed</i> that what they are learning about fitness in school will be important when they get older.</li> <li>Approximately 34% (n=58) of students believe that young people their age should get <i>at least 60 minutes</i> of physical activity a day to be healthy. Forty-three percent of students (43%, n=73) believe that young people should get between 30 or 45 minutes of daily physical activity.</li> </ul>

**Table 36: Sample student survey results - Elementary PE**

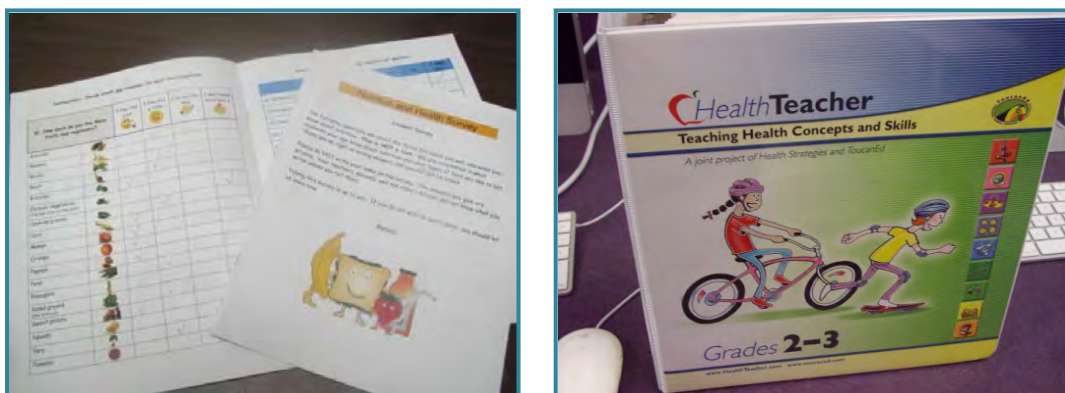
Preferences and Thoughts Regarding PE Class
<ul style="list-style-type: none"> <li>Many of the students indicated <i>liking PE a lot</i> (n=21, 67.7%), while others reported <i>liking PE a little</i> (n=9, 29%). No students reported <i>not liking PE at all</i>.</li> </ul>
Knowledge of Physical Activity
<ul style="list-style-type: none"> <li>Most students believe that children their age should get 60 minutes of physical activity a day (n=15, 41.7%) or 90 minutes each day (n=8, 22.2%). Some students (n=6, 16.7%) said that children should get at least 15 minutes of exercise, 5 students (13.9%) selected 30 minutes a day, and 2 students (5.6%) <i>did not know</i>.</li> <li>Almost all of the students believe that PE is an important part of what they learn at school [<i>yes a lot</i> (n=32, 86.5%), <i>yes a little</i> (n=5, 13.5%)].</li> </ul>
Physical Activity Behaviors
<ul style="list-style-type: none"> <li>Approximately 80% of students (81.3%, n=26) play on a sports team or take fitness class/lessons after school.</li> <li>Yesterday during <i>recess</i>, two-thirds of the students (n=21, 65.6%) reported being engaged in activity that made them sweat and breathe hard for at least 20 minutes. <i>After school</i> yesterday, nearly all of the students (n=28, 87.5%) were active for at least 20 min.</li> </ul>

“ I found out that there is a lot of time to just get up and start exercising. I enjoyed doing the sit ups and running. It helped me get the exercise that I need. Now I can do sit ups during a commercial or go bike riding with my dad. In fact I bought a new bike so I can go bike riding from home to the shopping center. I’m looking forward to that! ”

– Elementary student

**Table 37: Sample student survey results - Elementary HE & NE**

Knowledge of Health and Nutrition Education	
<ul style="list-style-type: none"> <li>More than 40% of students (n=76, 41.8%) said that they should eat <i>at least 5 servings</i> of fruits and vegetables each day. Thirty-two percent (32.4%, n=59) said they should eat <i>at least 2 servings</i> a day, and 13% of students (n=24) <i>did not know</i>.</li> <li>When asked to identify one of the main nutrients in fruits and vegetables, an equal amount of students responded with <i>protein</i> (n=31, 39.2%) and <i>fiber</i> (n=31, 39.2%).</li> <li>Seven students (n=7, 8.9%) selected either <i>cholesterol</i> or <i>fat</i>, and 10 students (12.7%) responded that they <i>did not know</i>.</li> <li>Most students (n=67, 57.8%) indicated that ordering a <i>side salad</i> would be the best way to add fruit or vegetables to their meal at a restaurant. The remaining students said the best way would be to add a <i>tomato slice</i> to your hamburger (n=24, 20.7%), to order an <i>apple pie</i> for dessert (n=11, 9.5%), to order a large serving of <i>French fries</i> (n=3, 2.6%), and 11 students (9.5%) said they <i>did not know</i>.</li> </ul>	
Food Preferences	
<ul style="list-style-type: none"> <li>Most students (n=119, 33.6%) said that they <i>sometimes</i> like the school lunch, compared with 68 students (19.2%) that <i>always</i> like the school lunch, and 49 students (13.8%) that <i>rarely</i> or <i>never</i> like the school lunch.</li> <li>The majority of students indicated that they <i>like</i> an assortment of fruits and vegetables.</li> <li>The most popular choices were oranges, mangoes, corn, pineapples, and bananas. Many students <i>do not like</i> avocados, beets, squash and tomatoes, and some students indicated being <i>unfamiliar</i> with cooking greens, Chinese vegetables (bok choy), and beets.</li> </ul>	
Healthy Behaviors	
<ul style="list-style-type: none"> <li>Thirty-percent (30%, n= 107) of students said they <i>sometimes</i> wear sunscreen, hats, or sunglasses when playing outside, while 12% (n=43) of students said they <i>always</i> do, and 23.4% (n=83) said they <i>never</i> do.</li> <li>Thirty percent of students (30%, n=108) <i>never</i> wore a helmet when riding their bike in the last year. Twenty-six percent (26%, n=92) of students said they <i>always</i> wear a helmet. Approximately 11% of students (11.1%, n=39) did not ride a bike once in the last year.</li> <li>When asked if they ate any <i>vegetables</i> yesterday, 42.8% (n=77) of the students said <i>yes</i>, they ate vegetables 2-3 <i>times</i>. Forty-three students (n=43, 23.9%) said they had <i>no</i> vegetables yesterday.</li> <li>When asked if they ate any <i>fruit</i> yesterday, more than half of the students (n=51, 64.6%) also said <i>yes</i>, they ate fruit 2-3 <i>times</i>. Again, 12 students (15.2%) reporting having <i>no</i> fruit yesterday.</li> </ul>	



**Figure 28: Student surveys (left); Health teacher curriculum (right)**

## Teacher surveys (114 surveys completed):

Model School teachers were invited to participate in a survey to contribute to the feedback collected for the Model Schools 2013 Program. This survey was created by the HHI Evaluation Team and distributed by the District RTs in April 2012. At the secondary school level, this survey was administered to the lead health or PE teacher. For most of the elementary schools without a designated health or PE teacher, this survey was administered school-wide to all classroom teachers. The survey asked a range of questions about professional development, implementation of PE/HE/NE curricula, barriers to teaching PE/HE/NE, and suggestions to improve their programs. HHIET summarized the survey results and submitted a report to DOH, DOE, the District RT, lead health/PE teacher, and the Principal at each Model School. Individual Model School teacher survey reports may be requested at any time from HHIET. Several findings from the teacher surveys are presented below including information about professional development needs, meeting instructional minutes, requests for resources, challenges, and Model School achievements.

### 1. Professional Development

- Although many teachers have attended professional development trainings, they indicated that they would like to participate in additional curriculum training.
- Teachers expressed a need for more training in integrating health and physical education into other academic subjects.

### 2. Meeting Instructional Minutes

- While teachers believe that teaching health and physical education in school is important, most schools are *not* meeting the recommended instructional minutes of standards-based PE each week.

“

We have been able to keep our physical education elective courses full. Students are enjoying the program and we have added a couple more sections to fulfill the demand. Large majority of school has bought into the ‘New PE’ and supports the movement. ”

-Kalama Intermediate School

### 3. Resources Needed

- The majority of teachers indicated that additional funding and support are needed to improve and sustain the Model Schools program.
- Funding would allow for more equipment, materials, and supplies that are necessary for implementing many of the health and physical education curricula activities. Examples of equipment needed include balls, jerseys, jump ropes, and educational posters.
- Teachers indicated that more space is needed for PE class, especially since many schools have larger PE classes. Some schools would like to repair or improve their facilities to ensure that indoor and outdoor areas are safe and usable for PE. Space for storage of equipment and resources is also needed.



**Figure 29:** Trikke obstacle course

- Additional technology and technological support would be helpful for teachers. Teachers reported that they would like to improve their health or PE curriculum by integrating more technology. For example, teachers would like to utilize heart-rate monitors and pedometers more frequently and develop a database to track and monitor students' fitness.

#### **4. Challenges**

- Teachers cited several key barriers to curriculum implementation and meeting standards.
  - General barriers included lack of time, inadequate equipment and facilities, and large class size.
  - Not knowing if the curriculum is high quality and not knowing if the curriculum fulfills the standard/benchmark requirements were challenges to curriculum implementation.
  - Additional barriers that teachers cited included inadequate teacher training and lack of support from school administration.

#### **5. Achievements**

- Many respondents reported that their health or PE curriculum has had a positive impact on student behavior and student achievement.
- PE teachers feel that students are more active as a result of the PE program.
- One school holds an annual event that gives students an opportunity to teach parents/guardians what they learn in class. This allows for increased parental involvement in promoting a healthy lifestyle for their child.
- Activities such as fruit and vegetable tasting have received positive support from teachers. Teachers reported that students enjoyed the program and benefit from being exposed to various healthy foods and learning nutrition information.
- One school was able to change and implement a policy on what snacks could be sold at afterschool fundraisers.
- Many of the schools provide various opportunities for physical activity outside of class such as intramurals, sports teams or fitness clubs, A+ programs, and other before and/or after school activities.
- All of the model schools have had numerous school-wide events to promote health and physical activity such as track meets and wellness fairs.



**Figure 30:** Taste testing - Asparagus

## HHIET COMMENTS AND RECOMMENDATIONS

Compared to the other deliverables, the Model Schools 2013 Program continues to involve a large time commitment for both the RTs and the HHI Evaluation Team. During the 2011-2012 SY, the evaluation components for the Model Schools Program included updating the action plan for each school, developing teacher surveys and observation instruments, renewing two IRB applications, collecting school performance data, printing and distributing teacher surveys, conducting classroom observations, entering data, analyzing results, writing reports and preparing presentations. One such presentation on the Model Schools evaluation methodology included a poster presentation for Hawaii-Pacific Evaluation Association in September 2011 (Appendix N).

HHIET recommends that each of the Model Schools review the results from their teacher survey reports at the start of the 2012-2013 SY in order to determine the most effective way of directing the school's time and resources for the final year of the Model School Program. Many of the teachers were forthcoming about describing the resources, training or technical assistance they needed. The District RTs should re-energize their Model School at the start of the 2012-2013 SY and assist them in implementing all of their action plan items by May 2013.

The Leeward RT is the only District Resource Teacher that is not working directly with a Model School. Would it be beneficial for the Leeward District RT to initiate a short-term project or best practices project at one of the schools in Leeward District? This way all of the District RTs are completing a similar amount of deliverables.

“The physical education department purchased three ipads for use in the classroom. We have been able to video our students as they work towards mastery of skills. We can then email these videos upon student request so they can use them as ‘Best Works’ on their Personal Transition Plan.”  
-Kealakehe High School



Figure 31: Indo boards and balancing techniques



## 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. Several Model Schools have still not completed items on their action plan and seem unfamiliar with the items when asked about them.

“A policy in our school is to keep a healthy initiative in mind. I went to a workshop at KCC and learned how to make fun healthy recipes that kids would eat. I then used it in my class for celebrations. I’ve made yoplait, monkey bars, and fruit kabobs. The children learned that it is fun to eat healthy and it makes you feel and think better. ”

-Laie Elementary School

Follow-up student surveys will be distributed at each Model School to measure if any changes can be detected in attitudes, knowledge, and behavior. In order to increase the response rate at several of the Model Schools, HHIET recommends that the District RTs collaborate closely with teachers and administrators at each school. Another way this might be achieved is by offering teacher incentives for completion of the surveys. 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).



**Figure 32:** Rock climbing wall (left); learning Wellness Guidelines (right)

## Summary

Highlights from the second year of the Model Schools 2013 Program include the completion of 1,412 student surveys, 114 teacher surveys, the collection of SOFIT, SOPLAY, and cafeteria data, and improving compliance with the Wellness Guidelines. HHIET will continue to conduct observations at each Model School during the third year of the Model Schools Program. It is hoped that the results from these observations will identify general trends in the structure of physical activity at each school.

Areas of improvement should focus on implementing the remainder of their action plan items and providing further assistance with survey distribution. HHIET would also like to encourage RTs to share success stories and lessons learned from their Model Schools in any format possible (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. Furthermore, the RTs should also begin planning how they would like to showcase the Model Schools 2013 Program to the rest of the state after the completion of the program in the Spring of 2013.

RTs were asked to submit a quarterly progress report to provide facilitators, barriers, and general updates about the Model School(s) in their District. These quarterly progress reports are summarized below with comments added by the HHI Evaluation Team and the District RTs. Table 38 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. Data was not available for Kealahou High School, so information is only presented for 8 Model Schools. An extended list of RT comments regarding the progress of their Model School can be found in Appendix O.

**Figure 33:** After school sports teams (left); Dancing during recess (right)



**Table 38:** 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? Place an "X" in the appropriate column.				Comments By HHIET and District RTs
	1 Did Not Meet	2 Partially Met	3 Met	N/A Not applic.	
Provide professional development and technical assistance for all appropriate teachers and staff (in the new and/or traditional PE)	0	5	2	1	<ul style="list-style-type: none"> <li>Kalama did not need or request professional development.</li> </ul>
Provide professional development and technical assistance in implementing a <i>common curriculum</i> (Fitness for Life, Spark, etc.)	1	3	3	1	<ul style="list-style-type: none"> <li>It has been agreed upon by the RTs that the secondary schools do not need to use only one common curriculum for PE.</li> <li>Based on feedback from a 9/21/11 In-Service Training, Waiakeawaena will develop an action plan focused on implementation of WOW.</li> <li>At Waimea, PE teachers would like a formal training session in addition to the classes RT has provided.</li> <li>Windward RT (Kainalu El) did not receive a confirmed date from school to conduct training.</li> </ul>
Provide training and assist in utilizing school-wide <i>common assessment</i> as requested, e.g. Fitness-Gram, student portfolio, HCPS III alignment	1	2	4	1	<ul style="list-style-type: none"> <li>Many of the schools are using fitnessgram as their common assessment tool.</li> <li>The PE department at Kalama Intermediate (Maui) uses assessments in their teaching, but does not use only one specific fitness test.</li> <li>Kauluwela pedometers to conduct assessments.</li> <li>No inquiries or request at Waiakeawaena El.</li> </ul>
Work with the designated committee of staff and an administrator in this joint project	2	2	4	0	<ul style="list-style-type: none"> <li>Kauai RT did work with HPE and elective department at beginning of school year but the committee has since been disassembled.</li> <li>Windward RT (Kainalu Elementary) receives little communication from Principal and designated PE person.</li> </ul>
Assist in the collection of appropriate content achievement data regarding student achievement, attendance, and discipline	0	3	3	2	<ul style="list-style-type: none"> <li>The RTs will only be asked to assist on the task when necessary.</li> <li>NA = Waimea, Red Hill</li> </ul>
Work with the UH Eval Team on the evaluation process including observations and interviews with teachers & students	0	3	5	0	<ul style="list-style-type: none"> <li>All of the RTs made themselves available to the HHI Evaluation Team whenever assistance was requested.</li> </ul>
Provide technical assistance in completing SAWS	1	0	4	3	<ul style="list-style-type: none"> <li>Most RTs provided assistance and reminders to school administration to complete SAWS.</li> <li>N/A = Windward (Kainalu Elementary &amp; Laie Elementary) and Kauai (Waimea High).</li> <li>East Hawaii (Waiakeawaena El) did not provide technical assistance in completing SAWS.</li> </ul>

**Table 38:** Continued: 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? Place an "X" in the appropriate column.				Comments By HHIET and District RTs
	1 Did Not Meet	2 Partially Met	3 Met	N/A Not applic.	
Assist the school in completing the implementation of the Wellness Policy and Guidelines by June 2011	0	5	2	1	<ul style="list-style-type: none"> <li>Assistance from Kauai RT (Waimea High) and Maui RT (Kalama Intermediate) was not requested.</li> <li>Windward RT (Laie Elementary) is working with PCNC on including wellness policy reminders in school newsletters and e-bulletins.</li> <li>Kainalu Elementary held a health fair that addressed wellness policy, nutrition, and physical activity.</li> </ul>
Provide technical assistance and support for one community/ culminating event (e.g. fitness fair) – <i>High school only (but several of the elementary schools are conducting a health fair as well)</i>	0	0	2	6	<ul style="list-style-type: none"> <li>Waiakeawaena Elementary will hold a health fair on January 25, 2012.</li> <li>Waimea High had Fitness Fair and Pre-School Playday.</li> </ul>
<b>Instruction Time.</b> Is the model school meeting the required instruction time for quality standards-based physical education each quarter? - 45 minutes/week grades K-2 - 55 minutes/week grades 3-5 - 107 minutes/week grade 6 EI - 200 minutes/week grades 6-12 - Minimum of 1 credit of basic PE requirement for high school students	0	4	4	0	<ul style="list-style-type: none"> <li>The Model Schools still need to continue working towards meeting the required instruction time for standards-based PE each quarter.</li> <li>Of the three schools that indicated they were not reaching the required instruction time for standards-based PE, one school was short of the 200 minute requirement for grades 6-12 by three minutes (Kalama Intermediate reported 197 minutes per week).</li> <li>Red Hill reported that a barrier for meeting the standard for instruction time is the articulation time requirement for their teachers.</li> </ul>
<b>Action Plan.</b> Please note if there have been any changes or updates to your Action Plan (and re-submit to HHIET). Please check to see if any evaluation items from your Action Plan can be submitted to HHIET from this quarter.	0	0	8	0	<ul style="list-style-type: none"> <li>Waiakeawaena updated their Action Plan and re-submitted to HHIET.</li> <li>Changes made to Kauluwela Elementary, Jarrett Middle, and Kalama Intermediate Action Plan.</li> </ul>
<b>High School Only.</b> Assist in providing references and resources when using technology as bases for New PE	0	1	0	7	<ul style="list-style-type: none"> <li>Waimea High has asked for assistance and resources for using POLAR heart rate monitors. Many of the watches have fallen apart and replacements are needed.</li> </ul>

**Table 38** Continued: 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? Place an "X" in the appropriate column.				Comments By HHIET and District RTs
	1 Did Not Meet	2 Partially Met	3 Met	N/A Not applic.	
<b>High School Only.</b> Support administration in justification for graduation requirements (require one credit for PE and half credit for HE for high school students to graduate)	0	1	0	7	<ul style="list-style-type: none"> <li>Kealakehe has not submitted their quarterly reports yet. Responses are only available for Waimea High School.</li> </ul>
<b>High School Only.</b> Provide technical assistance when revising the 4-year fitness plan process	1	0	0	7	<ul style="list-style-type: none"> <li>Waimea High reported that no attention has been given to this component. The Kauai RT has worked with the Health teacher, who is also the Transition teacher. However, there are no forms for Lifetime Fitness in the portfolio, which consists of lifetime job and career plans, that he must complete for each student.</li> </ul>
<b>Elementary School.</b> All students will have at least 20 minutes a day of supervised recess, during which schools must encourage moderate to vigorous physical activity. Is this being achieved, if not, why?	0	0	5	2	<ul style="list-style-type: none"> <li>Only asked of the PE model schools (not Waiakeawaena or Kauluwela).</li> </ul>
<b>School Breakfast Program.</b> Is the school promoting the importance of students starting the day with a healthy breakfast, including the School Breakfast Program?	0	1	1	0	<ul style="list-style-type: none"> <li>This requirement is only for Nutrition or Health Model Schools. Both Waiakeawaena and Kauluwela are promoting the importance of breakfast.</li> <li>Waiakeawaena Elementary PE IRA promotes the importance of a healthy breakfast.</li> <li>Kauluwela Elementary has a food pyramid banner and student created bulletin boards that promote healthy eating.</li> </ul>
<b>Lunch and Snacks.</b> Is the school promoting the importance of students eating a nutritious lunch and healthy snacks, including participating in the National School Lunch Program and After School Snack Program (if applicable)?	0	1	1	0	<ul style="list-style-type: none"> <li>This requirement is only for Nutrition or Health Model Schools. Both Waiakeawaena and Kauluwela are promoting the importance of a healthy lunch and snack.</li> <li>Waiakeawaena Elementary has a Fresh Fruits and Vegetables program. The PE IRA has included lessons in his curriculum promoting school lunch.</li> </ul>

**Figure 34:** High School PE Polynesian Dance



# 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

Over the course of the 2011-2012 school year, the two State RTs were responsible for completing five deliverables. The State RTs submitted a bi-annual progress report to HHIET describing the progress on each deliverable.

The first deliverable specifies that the **State RTs must offer at least two PDE3 courses** (one per RT). The State RTs, along with the HHI ES, taught a total of 5 PDE3 courses in the 2011-12 SY (see below). In addition to teaching their own PDE3 courses, the State RTs also assisted the District RTs with several of the District PDE3 classes.

1. Active Lifestyle & Motor Skill Attainment through Special Olympics II (Semester 1)
2. Using Skill Building Strategies to Address Health Issues (Semester 1)
3. Elementary Fitness for Life (Semester 2)
4. Teaching Boundaries & Communication Skills to Prevent Sexual Abuse (Semester 1-HHI ES)
5. Using Sexual Abuse and Dating Violence Prevention (Semester 2-HHI ES)

The second deliverable pertains to **providing support and assistance with the Youth Risk Behavior Survey (YRBS)**. The 2011-2012 SY was not a collection year for the YRBS, therefore, there are no updates to report at this time.

The three remaining State RT deliverables will be reviewed below (Tables 39-41). The required deliverable item is displayed in the left column of each table, followed by the progress in the center, and any additional comments/barriers/facilitators by the State RTs on the right. The RTs were asked how well they met the deliverable items on a 3-point scale (did not meet, partially met, met). Individual responses are listed for both State RTs.



**Figure 35:** *Bottom Right:* Lisa presenting at SWD. *Top Right:* Cathy judging the sit and reach station at the Windward Fitness Meet. *Bottom Left:* Lisa judging the curl-up station at the Fitness Meet.



**Table 39:** Deliverable 3: Support for District Resource Teachers

Deliverable Sub Items	Please rate how well you met these tasks 1 = did not meet 2 = partially met 3 = met N/A = not applicable	Comments (Describe any successes, barriers, or progress made towards each task if applicable)
Create menu of support for District RTs (e.g. what can be provided, protocol to request their support, approval turnaround).	-	<ul style="list-style-type: none"> <li>No response</li> </ul>
Provide physical support at District workshops (e.g. can range from taking photos, helping with sign-ins, running the training, giving a breakout, etc.)	3 / 3*	<ul style="list-style-type: none"> <li>Provided physical support at various events: set-up, timer/judge, and instructor.</li> <li>Out of State travel during CDO workshop. Did not attend HDO workshop due to schedule conflict.</li> <li>Lead session on scavenger hunt/ Geocache at Radford high school for Central District.</li> </ul>
Provide one-on-ones to RTs or to schools ( <i>RTs submit a professional development log. Their training events are entered into HHI Schools database by HHIET</i> ).	2 / 3	<ul style="list-style-type: none"> <li>Provided resources to District RTs as requested.</li> <li>Assisted RTs with printed materials and texts.</li> </ul>
Gather one resource per month (minimum) in HE/PE to upload onto website (can be related to curriculum, current events, equipment, District updates, etc.).	3 / 3	<ul style="list-style-type: none"> <li>Substantial materials have been collected for the website.</li> <li>Website is created and Lisa and I are developing it further with Ann. Lisa and I continue to collect materials.</li> <li>Website is created and Cathy K and I are developing it further with Ann.</li> </ul>

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

**Table 40:** Deliverable 4: Create curriculum alignment and assessment

Deliverable Sub Items	Please rate how well you met these tasks 1 = did not meet 2 = partially met 3 = met N/A = not applicable	Action, Progress, Comments
Take current HE/PE curriculum and align them to benchmarks	3 / 3	<ul style="list-style-type: none"> <li>Aligned E Ola Pono Middle School Health Curriculum to benchmarks. Standards were already addressed in this curriculum but not the benchmarks.</li> <li>PE Metrics Curriculum for Elementary has been aligned to Hawaii Content and Performance Standards and Benchmarks</li> <li>Elementary Fitness for Life Curriculum (PE version only) has been aligned to Hawaii Content and Performance Standards and Benchmarks.</li> </ul>
Create matching assessments for these aligned benchmarks	N/A / 3	<ul style="list-style-type: none"> <li>The curriculum as it is, is an assessment curriculum.</li> <li>Currently creating matching assessments for Elementary Fitness for Life Curriculum (PE version only).</li> </ul>
Validate previously existing alignments to benchmarks	N/A / 3	<ul style="list-style-type: none"> <li>Ongoing through various physical education PDE3 classes</li> </ul>
Distribute these curricula packaged with validated alignment and assessment tools to schools and teachers who request them.	N/A / 3	<ul style="list-style-type: none"> <li>Distributed Elementary Fitness for Life curricula and assessment alignment materials to PDE3 participants taking my class.</li> <li>Will be distributing Elementary Fitness for Life curricula and assessment alignment materials to PDE3 participants in semester 2</li> </ul>
<b>Comments, Successes, Concerns, Barriers or Major Issues Identified</b>		
Classroom Teachers Loved the Elementary Fitness for Life Curriculum for teachers!		

**Table 41:** Deliverable 5: Provide Model Schools support

Deliverable Sub Items	Please rate how well you met these tasks. 1 = did not meet 2 = partially met 3 = met N/A = not applicable	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).	N/A / N/A	<ul style="list-style-type: none"> <li>Model school packets and forms are already in place as this is the second year of the Model Schools program. Work plans are in place and are being used by the HHI Resource Teachers.</li> <li>Agreement forms, criteria, logic model and work plan are already in place and are being used by Resource teachers in their schools as this is the second year of the model school program.</li> </ul>
Oversee lateral alignment of model schools in relation to content area and grade levels (i.e. big picture goal of model schools as a whole).	2 / 2	<ul style="list-style-type: none"> <li>Received Model School Action Plans. No changes made this year. Changes will be discussed for next year.</li> <li>Received action plans have made no changes to them thus far... Changes will be discussed for next year.</li> </ul>
Ensure adequate integration of Wellness Guidelines in each of the model schools.	3 / 3	<ul style="list-style-type: none"> <li>The Model School report will indicate the level of compliance. The Wellness guidelines are met in the Model School action plans.</li> <li>The wellness guidelines are met in the model school action plans. The final action plan, model school report, will indicate level of compliance. Cathy and I have not received the final reports yet.</li> </ul>

## HHIET COMMENTS AND RECOMMENDATIONS

The State Resource Teachers met all of the required deliverables for the 2011-2012 school year. Their achievements, along with additional comments, are summarized below.

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

Throughout the school year, the State RTs provided continual support for the District RTs. They responded to the direct requests of District RTs and also contributed to the professional development events and activities in all of the Districts whenever possible. One of the specific tasks of this deliverable was to gather one resource per month for the HHI Online resource. The State RTs have reported that they have collected resources on an ongoing basis (though HHIET is unaware of the amount of resources/content that have been collected to date). Towards the end of the school year, the State RTs and HHI ES, began finalizing the guidelines and protocol for uploading resources to the website.

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

The State RTs finished aligning two curricula to the Hawaii Content and Performance Standards and Benchmarks: Elementary PE Metrics and Elementary Fitness for Life. The Health Curriculum at E Ola Pono Middle School was also aligned to the benchmarks. Materials and resources that were aligned to the standards were also distributed to PDE3 participants when appropriate. It is unclear if measurable goals have been set for this deliverable. For example, how many more health and PE curricula need to be aligned? Is there a complete list of all of the currently aligned health and PE curricula in Hawaii?

### *3. Provide support for Model Schools.*

The State RTs worked with HHIET to finalize the content for the Model School teacher surveys (administered in April 2012). The State RTs also reviewed each Model School Action Plan to assist in aligning curricula by grade level and content area. If possible, HHIET would like to encourage the State RTs to take a more prominent role in assisting the District RTs with their Model Schools during the final year of the program. With the HHI ES providing assistance to Kealakehe High School (West Hawaii) in previous years, it is now recommended that the State PE RT should replace the ES as the lead contact.

### *4. Provide support and assistance for YRBS*

Next year, the State RTs will assist YRBS Coordinator, Susan Saka in administering the survey statewide.

### *5. Offer at least two PDE3 courses for the 2011-2012 SY (one per RT).*

The State RTs continue to meet this deliverable every year. In addition, they also assist the District RTs in conducting several of the District PDE3 courses.

When reviewing the State RT deliverables for the upcoming school year, the HHI Evaluation Team recommends that DOE and DOH establish specific objectives to measure the success of each of the State RT deliverables. At this point, the deliverables are very broad in scope and may not accurately describe the full extent of the workload and commitment of the State RTs.

# 9



## **Additional Professional Development**

## PROFESSIONAL DEVELOPMENT OUTCOMES

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

Overall, there were 223 HHI professional development events offered in the 2011-2012 SY (including both deliverable-based activities and additional professional development events). Of this total, 44 events pertained specifically to the deliverables. Honolulu District organized the largest amount of training events (n=51, Table 42). PE training sessions were by far the most common type of professional development accounting for 72.7% of all events (n=162, Table 43). This is similar to last year, where PE events made up 76.5% of events. For a comprehensive list of professional development training events in each District, please contact HHIET to view results from the HHI Schools database.

**Table 42:** Total training events

District	Events
Honolulu	51
Kauai	41
Windward	36
Leeward	33
State	22
Central	17
Maui	12
East Hawaii	11
<b>Total Events</b>	<b>223</b>

**Table 43:** Types of training events

Types of Training	# of Events	Percent (100%)
PE	162	72.7
HE	38	17.0
HPE	18	8.1
NE	5	2.2
<b>Total Events</b>	<b>223</b>	<b>100.0</b>

**Figure 36:** Professional development for teachers



The HHI Schools database contains 1,569 non-unique records of people that participated in at least one HHI event between July 1<sup>st</sup> 2011 and June 30<sup>th</sup> 2012. When narrowed down to unique (non-repeat) results, there were 565 entries of participants, with the largest amount of participants working in Leeward District (n=136, Table 44).

**Table 44:** Number of unique participants

District	Unique participants
Leeward	136
Central	108
East Hawaii	84
Honolulu	74
Windward	52
N/A or Misc	41
Kauai	38
Maui	27
West Hawaii	5
<b>Total Participants</b>	<b>565</b>



**Figure 37:** Technology/iPad training

HHI training events were also categorized according to training level (e.g., Overview, 101, 201, etc.). Events were occasionally listed 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, HHiet consulted the syllabus to determine the appropriate training level. The majority of HHI training events were at the 101 level (n=128, Table 45).

**Table 45:** Training events by training level

District	Overview	101	101/201	201	301	Other
Honolulu	27	22	-	-	1	1
Windward	-	33	-	3	2	3
Leeward	-	29	-	2	1	1
Kauai	-	16	-	22	2	1
Maui	-	9	-	-	1	2
East Hawaii	2	4	-	3	1	1
Central	-	13	-	-	3	1
State	-	7	7	2	5	1
<b>Sub-total</b>	<b>29</b>	<b>128</b>	<b>7</b>	<b>32</b>	<b>16</b>	<b>8</b>
<b>Total Events</b>	<b>223</b>					

## NON-DELIVERABLE ACHIEVEMENTS

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In the 2011-2012 SY, there were several events, outcomes, and achievements that went beyond the scope of the HHI deliverables. This includes the Windward District Fitness Meet, Physical Education Fair Competition, Pre-School Play Days, and HHI's partnership with the Sexual Abuse Treatment Center (SATC).

### 1. WINDWARD FITNESS MEET

For the past 32 years, Windward District has held an annual Physical Fitness Meet for elementary students. This is the only District that currently sponsors a District-wide fitness meet. There were 23 elementary schools that participated in the 2012 Windward Fitness Meet. Curt Okimoto, HHI Windward Health and PE District Resource Teacher, has taken the lead in organizing this event in recent years. He believes that the support from the Principals and Complex Area Superintendents has played an instrumental role in maintaining this annual event.

The structure of the Windward Fitness Meet was modified this year to be aligned with Fitnessgram, a national fitness assessment program. As a result of this change, many schools have adopted Fitnessgram as their official fitness program. Changing the format of the meet has had a positive impact in increasing the number of students that are eligible to participate. In previous years, the fitness meet involved approximately 80 elementary students. This year, under the new requirements, over 800 students had the opportunity to participate.



**Figure 38:** HHI RTs judging Fitness Meet events

All of the District and State HHI Resource Teachers assisted with the Fitness Meet on the day of the event (Thursday March 8, 2012). HHI RTs served as judges, starters, lane organizers, timers, and also assisted with registration and award distribution. Many supportive parents, teachers, coaches, and administrators also helped to ensure that the event ran smoothly.



**Figure 39:** HHI DOE Team assisting with Ribbons and Awards

There were 5 desired outcomes of the Windward Fitness Meet:

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

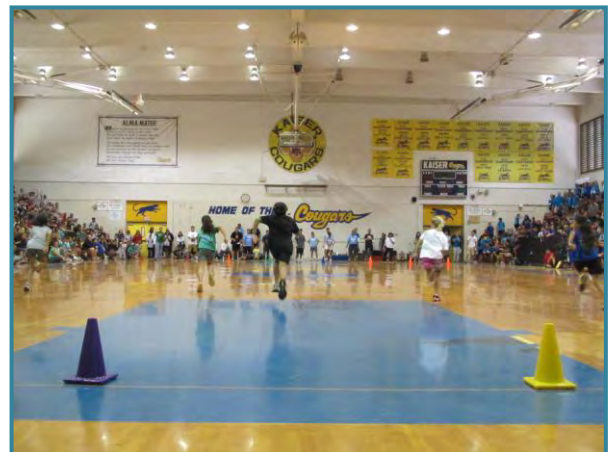
There were three additional objectives that the Fitness Meet hoped to accomplish: (1) to help align student performance outcomes to national standards, (2) to promote an environment of social interaction and competition, (3) and to increase student participation.

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

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

“Our school participated in the district physical fitness meet and won many ribbons. The students were awarded the ribbons at an assembly in front of their peers and parents. This allowed other students at school to be able to see the value physical fitness has.”  
– Laie Elementary School

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



**Figure 40:** Running events at Fitness Meet (50 and 200 meter)

There were seven agreed upon fitness events for the 2012 Windward Fitness Meet that followed the Fitnessgram criteria.



**Curl-ups**

## 7 Fitness Meet Events:

1. Curl-ups (cadence)
2. Push-ups (cadence)
3. Flexed arm hang (boys and girls)
4. Sit and reach (flexibility test)
5. Standing broad jump
6. 35 meter (gr.3) 50 meter (gr.4,5,6) Speed event
7. 200 meter (gr.3) 400 meter (gr.4,5,6) Endurance



**Sit and reach**

**Push-ups**



“

Curt Okimoto, the Healthy Hawaii Initiative, Windward District Physical Education Resource Teacher, organized and helped prepare schools and students for this fun event. A great time was had by all! Windward District is the only district that still hosts this kind of event. The staff and students would like to thank their CASs for supporting this event.

”

– State PE Resource Teacher

**35/50 Meter Race**



**Standing Broad Jump**



**200/400 Meter Race**



**Flexed Arm Hang**

## 2. PHYSICAL EDUCATION FAIR COMPETITION

The HHI Resource Teachers have also dedicated a lot of time to successfully organizing an Annual PE Fair Competition. The PE Fair was initiated through the vision of Curt Okimoto. Over the past few years, the amount of participating schools has slowly increased. This event is similar to a Science or Math Fair where students follow established criteria and develop their own projects to illustrate mastery of specific skills, lessons, concepts, and benchmarks (see Figure 41 for requirements).

The primary purpose of the PE Fair is for students to learn the importance of living a healthy lifestyle by creating a personal fitness plan that will meet specific fitness goals. The PE Fair is also viewed by several RTs as one method of promoting the importance of PE curricula in the school setting. All benchmarks for Standards 3 and 4 are addressed through the PE Fair project (Standard 3 “Active Lifestyle” & Standard 4 “Physical Fitness”). Student goals are measured by pre and post data collection and assessments.

All secondary public or private school students in the State of Hawaii were eligible to participate in the 2012 PE Fair Competition. During April 2012, the top three school finalists were selected to compete at the district level. The district finalists were then invited to compete in the state-level competition. State finalists were judged by the HHI District and State Resource Teachers on May 15<sup>th</sup> using the Scoring Sheet listed below (Table 46).

**Figure 42:** HHI RTs judging State Finalist posters



**Figure 41:** PE Fair criteria

### **All 10 requirements must be included in your project**

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

The top three State finalists were given prizes of PE equipment to help promote an active lifestyle. All posters from the District finalists were displayed at AAHPERD's Southwest District Conference in June 2012 at Turtle Bay Resort.

The PE Fair is a successful model project that demonstrates student learning and comprehension of the PE standards and benchmarks. As a result, HHIET recommends that the HHI RTs consider including this event in their work plan for the 2012-2013 SY and expanding the amount of participating schools.

**Table 46:** PE Fair assessment scoring sheet

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



**Figure 43:** PE Fair competition

### 3. PRE-SCHOOL PLAY-DAY

Five districts also organized an annual Pre-School Play Day. The theme of the 2012 Pre-School Play Day was *Bugs and Insects*. The HHI RTs collaborated with the Adapted PE Resource Teachers (APERTs) to coordinate all of the logistics for the event. This included helping to create props, which were essential for the success of the event, as well as loading/ unloading/ transporting equipment, organizing volunteers, helping to label and repair inventory, and providing expertise at the various stations. There were more than 30 different stations, so the districts often consolidated and shared resources at the Play Day events.

Approximately 1300 preschoolers attended the 2012 Pre-School Play Days across all districts (held in March and April). The APERTs and HHI RTs dedicated many hours to successfully organizing this annual event. It is estimated that the APERTs commit approximately 80 to 100 hours each year towards preparing for this event, and the HHI RTs contribute an additional 20 to 40 hours. More than 600 volunteers assisted at the 2012 District Play Day events.

“Preschool Playday is an event we have had for the past 3 years which allow high school PE student to act as mentors for preschool aged children. They come to the high school and participate in physical activities working on locomotor skills.”  
– Waimea High School (Kauai)

#### Kauai District Play Day

- Waimea High School students, teachers, and JROTC volunteered to work with preschoolers

#### Windward District Play Day

- 85 student volunteers, 8 Windward District RTs, 25 community volunteers from Special Olympics

#### Honolulu District Play Day

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

#### Central District Play Day

- 151 high school volunteers, 50 DOE/DOH volunteers, 25 community volunteers from Special Olympics

#### Leeward District Play Day

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



Figure 44: Honolulu Pre-School Play Day 2012

#### 4. SATC PARTNERSHIP

The Sexual Abuse Treatment Center (SATC) works in partnership with DOE and other youth serving organizations to educate and address the needs of students, staff, parents, and communities regarding child sexual abuse prevention. SATC acknowledges that the support from the HHI DOE staff, school administrators, and leaders is critical in order to coordinate prevention education across the state. One of SATC's goals is to build schools' capacity to implement and sustain prevention education efforts. SATC offers sexual abuse prevention training, curricula training, technical assistance, and classroom instruction for K-12 students. Approximately 100 individuals are trained each year on the SATC curriculum (this may include hour-long training sessions, all day training sessions, and semester-long training sessions).

2009-2010 SY: 144 people trained

2010-2011 SY: 116 people trained

**2011-2012 SY: 87 people trained**

Since 2007, SATC's curricula trainings have reached teachers and staff representing an average of 50 schools annually statewide. During the 2011-2012 school year, SATC conducted full-day curricula trainings for teachers and staff representing 31 schools. This includes elementary, middle, and high schools on Oahu, Maui, Kauai, Lanai, Molokai, and the Big Island.

Over the last three years, Jennifer Mitchell, SATC Education Coordinator, has partnered with Ann Horiuchi to teach semester-long PDE3 courses. In the 2011-2012 SY, 25 participants completed the SATC/HHI PDE3 courses.

2009-2010 SY: 30 PDE3 participants

2010-2011 SY: 14 PDE3 participants

**2011-2012 SY: 25 PDE3 participants**

SATC reports that at least 13,000 students have been reached as a result of the SATC teacher/staff training sessions during the 2011-2012 SY.

“

The continuous reminder to keep the student at ease and without judgment was extremely helpful. Jennifer seemed to really relate to the notion that this isn't just a curriculum, but real students. ”

– PDE3 participant

“ Another partnership that has resulted in implementation in the classrooms for a number of years is with Sexual Abuse Treatment Center and the Prosecuting Attorney's office. Because of the efforts and support of both of these partners, we have been lucky to have curriculum trainings yearly and have reached a number of teachers, counselors and agencies. Jennifer has molded her trainings to be highly effective and the majority of the DOE attendees have implemented the curriculum, some even to the entire school. ”

- HHI E. Hawaii District RT

**Figure 45:** Jennifer Mitchell hosting a booth at the Celebration of Learning Parent Night



## SELF-REPORTED OUTCOMES AND SUCCESS STORIES

There are many additional achievements and improvements in student knowledge and health outcomes that are difficult to measure quantitatively. To account for this, HHI District RTs distribute reflection forms for teachers to complete weeks or months after implementing new curricula and skills in their classrooms. These qualitative reflection forms are then shared with the RTs and the HHI Evaluation Team. Here are several comments from teachers and students that demonstrate examples of progress and success that can be attributed to HHI training events, deliverable activities, and/or the work of HHI Health and PE District Resource Teachers.

“You really taught me that we should all get out of the house and play outside and we shouldn’t always watch TV. Ever since you came I’ve been getting more active. I’m also doing paddling this year.”  
– Elementary Student



**Figure 47:** Supermarket tour

**Figure 46:** Equipment provided at recess



“Introducing students to a variety of fruits and vegetables has given students an opportunity to try new things. Parents tell me students are asking to buy these fruits and vegetables when they go shopping.”  
– Waiakeawaena Elementary School

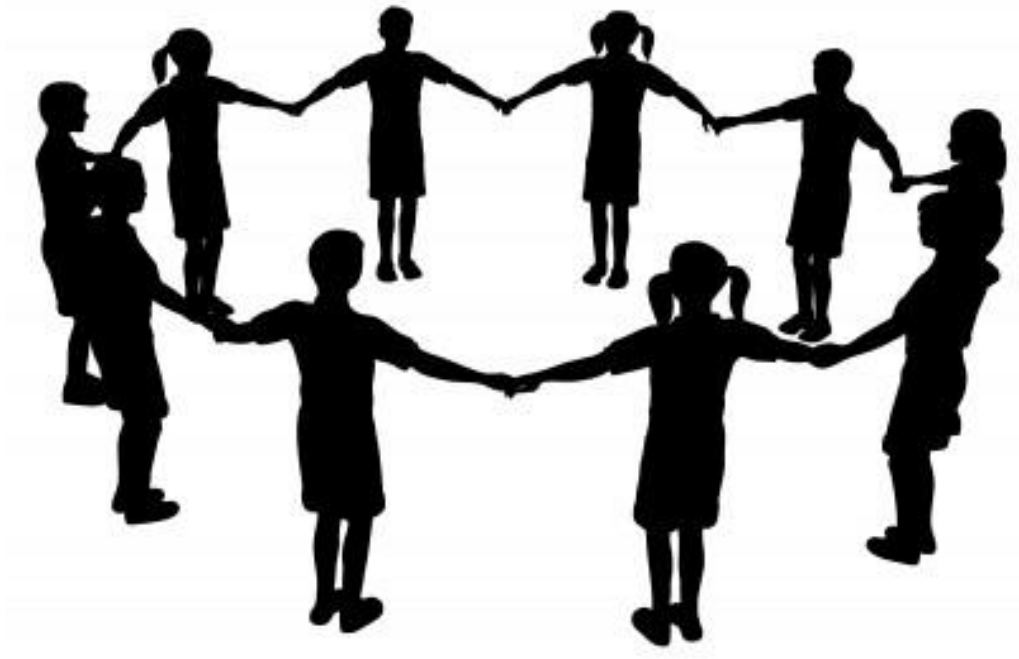
“I just wanted to share with you that we had 13 of 16 students in my struggling math group pass the Hawai‘i State Assessment (HSA), and 2 of the 3 that didn’t pass are 3 points away. I wanted to thank you for providing the Action-based learning PD class, the Drums Alive and all the other classes you provide for us. I have data that shows that physical fitness integrated with core academics can create success. Plus my students are healthier than they were at the beginning of the year. I can’t wait to see what will happen next year with my incoming 4<sup>th</sup> graders.”  
– Elementary Teacher

## **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. Here are several additional suggestions to consider:

- The HHI RTs may want to encourage new teachers, staff, and schools that have not previously participated in HHI trainings to sign-up for their professional development events.
- The majority of HHI training sessions are still held at the 101 or overview training level. Forty-eight (48) out of 223 training events were offered at the 201 or 301 level. HHIET recommends that the RTs continue to increase the number of 201 and 301 training events over the next school year to enhance depth of knowledge and to increase skill capacity.
- Several of the additional professional development events such as the Windward District Fitness Meet, Pre-School Play Days, and PE Fair Competition require a large time commitment and are having a wide-scale impact on students across the state. It may be worth replacing some of the smaller deliverables (e.g. PLCs) with District Fitness Meets (expand beyond Windward District) and the PE Fair Competition (increase the amount of participating schools).

# 10



## District Expenditures

## SECTION 10: DISTRICT EXPENDITURES

Resource Teachers were asked to submit an expense report at the end of each semester. The annual expenditures are categorized by District and expense type in Table 47. **Lending Libraries** comprised the highest category of expenditures (\$81,364.72) totaling 26.3% of the statewide expenditures. **Model Schools** and **B/C/T funds** (e.g. supplies, equipment) were the next two highest expense categories. **District Workshops** were the lowest expenditure (\$270, 0.1%).

**Table 47:** Year end (Semester 1 &2) District expenditures, 2011-2012 SY

Expense Type	Kauai	E. Hawaii	Windward	Leeward	Central	Honolulu	Maui	State TOTAL	%
<b>B/C/T Funds Total*</b>	<b>6,957.00</b>	<b>8,607.26</b>	<b>11,275.00</b>	<b>2,535.00</b>	<b>2,804.85</b>	<b>3,942.99</b>	<b>4,118.82</b>	<b>38,671.01</b>	<b>18%</b>
<i>Supplies</i>	--	2,191.24	4,300.00	851.00	--	438.12	--		
<i>Equipment</i>	1,977.00	711.74	5,500.00	275.00	--	1,370.39	--		
<i>Computer Hardware</i>	198.00	--	--	522.00	--	861.27	--		
<i>Travel</i>	4,782.00	5,704.28	1,475.00	677.00	2,324.85	1,103.21	4,118.82		
<i>Registration</i>	--	--	--	210.00	480.00	170.00	--		
<b>Substitute Teachers</b>	<b>--</b>	<b>1,997.96</b>	<b>600.00</b>	<b>1,777.00</b>	<b>2,539.30</b>	<b>480.00</b>	<b>--</b>	<b>7,394.26</b>	<b>3.5%</b>
<b>PLC</b>	<b>--</b>	<b>3,100.00</b>	<b>--</b>	<b>--</b>	<b>4,650.00</b>	<b>--</b>	<b>--</b>	<b>7,750.00</b>	<b>3.6%</b>
<b>PDE3 Courses</b>	<b>6,941.00</b>	<b>9,779.14</b>	<b>1,115.00</b>	<b>136.00</b>	<b>--</b>	<b>--</b>	<b>1,673.00</b>	<b>19,644.14</b>	<b>9.2%</b>
<b>District Workshops</b>	<b>--</b>	<b>--</b>	<b>35.00</b>	<b>235.00</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>270.00</b>	<b>0.1%</b>
<b>HPE Lending Libraries</b>	<b>--</b>	<b>153.36</b>	<b>4,820.00</b>	<b>5,091.00</b>	<b>24,170.12</b>	<b>20,235.05</b>	<b>26,895.19</b>	<b>81,364.72</b>	<b>38%</b>
<b>Model Schools 2013</b>	<b>7,000.00</b>	<b>2,835.93</b>	<b>12,500.00</b>	<b>--</b>	<b>5,576.00</b>	<b>21,000.00</b>	<b>7,382.07</b>	<b>56,294.00</b>	<b>26.3%</b>
<b>Other**</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>1,320.00</b>	<b>--</b>	<b>2,889.91</b>	<b>1.3%</b>
<b>Total</b>	<b>20,898.00</b>	<b>26,473.65</b>	<b>30,345.00</b>	<b>9,774.00</b>	<b>39,740.27</b>	<b>46,978.04</b>	<b>40,069.08</b>	<b>214,278.04</b>	<b>100%</b>

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

\*\* Other: includes Hawaii School for the Deaf and Blind (HSDB) interpreters and miscellaneous curriculum fees.

# 11



## Conclusions

## CONCLUSIONS

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### SUMMARY OF DISTRICT RT DELIVERABLES

Two years ago (2010-11 SY), *four* of the seven deliverables were completed by the District RTs. In the last school year (2011-2012), *five* of the seven District RT deliverables were successfully accomplished. As a whole, the HHI RTs have not only met, but also exceeded the majority of the HHI school-based deliverables for the 2011-2012 school year (Table 48). The Online Resource and District Workshops were the only two deliverables that were not fully completed in the 2011-2012 SY. Although a high number of District Workshops were completed, Kauai District was unable to complete this deliverable over the course of the school year (the remaining 6 Districts completed health and PE workshops). The development of the Online Resource has remained the most challenging deliverable and has remained incomplete for the past 3 years.

**Table 48:** Goals and completed deliverables

GOALS for the 2011-2012 SY	COMPLETED Deliverables for the 2011-2012 SY
<b>7</b> District Workshops (1 per District)	<b>20</b> District Workshops ( <b>Kauai did not complete</b> )
<b>9</b> PDE3 Courses (1 per RT)	<b>14</b> PDE3s completed (All State and District RTs)
<b>9</b> PLCs (1 per RT)	<b>10</b> PLCs established (All State and District RTs)
<b>7</b> Lending Libraries (1 per District)	<b>7</b> Active Lending Libraries (All Districts)
<b>8</b> Model Schools (Minimum of 8 Statewide)	<b>9</b> Model Schools (None in Leeward)
<b>1</b> Online Resource (1 Statewide)	<b>0</b> ( <b>Not completed</b> )
<b>1</b> In-Kind State Conference (1 Statewide)	<b>1</b> AAHPERD's Southwest District Convention

When combining the required deliverables with additional professional development events conducted by the HHI Resource Teachers, the following achievements should be recognized for the 2011-2012 SY:

- 20 District Workshops were conducted (238 participants)
- 14 PDE3 semester-long courses were conducted (181 participants)
- 10 Professional Learning Communities were established (105 participants)
- 92 individual schools utilized the Lending Library resources
- 100 sessions were available at the HE/PE Annual Conference (238 attendees)
- In total, 223 HHI professional development events were offered during the 2011-12 SY
- In total, 565 unique participants (teachers/staff) were trained in the 2011-12 SY

## **SUMMARY AND HIGHLIGHTS FROM THE 2011-2012 SY**

HHIET would like to highlight 5 key HHI accomplishments from the 2011-2012 school year.

1. The seven District RT deliverables were established only three years ago, and with each passing year, the deliverables are completed more thoroughly. The five State RT deliverables also continue to be met successfully each year. Collectively, these deliverables have been effective in providing a strong foundation for the goals and activities of the HHI Resource Teachers.
2. The HHI RTs continue to make a large time commitment to the Model Schools Program. After the second year of the program, the 9 Model Schools are progressing at varying levels. Highlights from the second year of the Model Schools 2013 Program include updating nine action plans, completing quarterly progress reports, conducting observations at the Model Schools, and administering teacher surveys. Some of the interventions have involved implementing a structured recess program, enforcing a healthy snack policy, utilizing technology in PE classes, and sharing presentations and success stories to other schools.
3. PDE3 courses continue to be a successful deliverable. These courses promote in-depth learning and encourage implementation of acquired skills and knowledge in the classroom through the creation of a learning portfolio. All RTs were responsible for conducting at least one PDE3 course, which requires a lot of preparation and instructional support on behalf of the RT.
4. The number of professional development trainings taught by RTs should also be recognized as an accomplishment. The HHI RTs conducted 44 deliverable-based activities, but a total of 223 professional development events overall during the school year. Providing professional development to teachers across the state is expected to enhance teachers' knowledge and skills in health and PE-related curriculum. As a result, this is anticipated to lead to improvements in students' knowledge and behavior over time.
5. There are additional events and activities that the RTs are committed to carrying out beyond their stated deliverables and work plan. The RTs should celebrate these successes, particularly the Windward District Fitness Meet, the annual Pre-School Play Day, and the PE Fair Competition.
  - a. The structure of the Windward District Elementary Fitness Meet was modified this year to be aligned with Fitnessgram, a national fitness assessment program. This allowed the Fitness Meet to increase participation from 80 students to over 800 students. This event involves 23 elementary schools and has been ongoing for the past 32 years.
  - b. There were five Pre-School Play Days (Leeward, Central, Oahu, Windward and Kauai) that reached approximately 1300 preschoolers and included more than 600 volunteers (community members, Special Olympics, secondary students & DOE staff).
  - c. HHI Resource Teachers also helped promote student participation in the PE Fair Competition and served as judges. The primary purpose of the PE Fair is for students to learn the importance of living a healthy lifestyle by creating a personal fitness plan that meets specific fitness goals (all benchmarks for standards 3 and 4 are addressed).

## OVERALL COMMENTS AND RECOMMENDATIONS FOR DELIVERABLES

Over the last ten years, the primary goal of the HHI school-based initiative has been to train and educate teachers in grades K-12 to implement the Hawaii Content & Performance Standards in health and physical education. The process of providing professional development training for teachers in health, nutrition, and physical education is expected to impact student health and knowledge over time. It is important to continually re-examine this theory and identify if the current deliverables are adequately achieving the desired outcomes and results.

After reviewing the HHI school data and outcomes in this evaluation report, HHIET recommends that DOH and DOE assess if any additional methods, activities, or initiatives have the potential of having a larger impact on the health of children in the school setting? For example, would the promotion of a District Fitness Meet using Fitnessgram criteria foster a stronger commitment to physical education and fitness assessment in schools? Similarly, would increasing the size and participation of the PE Fair Competition be beneficial in demonstrating student attainment of knowledge by creating personal fitness goals based on standards and benchmarks? Would the promotion of a statewide PE Fair also help professionalize the field of physical education and help advocate for the importance of physical education in an academic environment? Increasing student participation in HHI organized events may shift the dynamic and format of some of the HHI deliverables, but this may also lead to more wide-scale and meaningful outcomes.

As of August 2012, DOH and DOE were in the process of finalizing their work plan for the 2012-2013 SY. They intend to make several revisions to the deliverables including the elimination of Professional Learning Communities and moving the responsibility of developing the Online Resource to the State RTs. One new requirement that will be effective in the 2012-2013 SY is to encourage and provide support for administering Fitnessgram (i.e. increase the number of schools participating in the program by 10%). Hopefully the data from this report can assist in guiding the discussion when revising the new work plan.

The following is a list of 20 recommendations compiled by HHIET for the HHI Schools Team to consider as they create their final work plan and organize events and strategies for the 2012-2013 school year.

### **Professional Development**

**1. Encourage new schools and teachers to attend HHI trainings:** Professional development events should continue to be organized on an as needed basis in all Districts. The HHI RTs should follow-up with previous participants/schools regarding implementation, and attempt to recruit new teachers to participate. Teachers that have never attended HHI trainings should be encouraged to participate. Sign-in sheets show that many of the same teachers and/or schools typically attend HHI events in their District. RTs should try to expand the amount of schools and teachers they are reaching to those who have not yet participated in previous HHI events.

**2. Promote partnerships with schools and communities:** RTs should continue to develop strong collaborations and partnerships throughout the school year (e.g. SATC, HAHPERD, YMCA, Parks and Recreation). In addition, RTs should also continue establishing partnerships with community organizations that focus on improving the health of children outside of the school setting.

**3. Offer trainings at higher levels:** Out of 223 professional development trainings, 157 were offered at the Overview or 101-level. RTs should continue to provide Overview and 101-level trainings to teachers who need or request such trainings. However, teachers and schools should also be encouraged to participate in trainings at higher training levels to increase skill capacity and enhance their depth of knowledge.

**4. Increase trainings in the areas of health and nutrition education:** In the 2011-12 SY, 162 training events focused on PE topics (72.7% of all events). It is recommended that the RTs increase the number of health trainings in order to provide a better balance of instruction in health, nutrition, and physical education. As much as possible, all training topics should be aligned with the HHI goals. While healthy sexuality and bullying are important health topics, these do not relate specifically to the HHI goals of improving nutrition education, tobacco education, and physical education. HHiet recommends that after all of the deliverables are met, the HHI RTs should then consider expanding to other health topics of interest.

### **Lending Libraries**

**5. Improve accuracy of Lending Library records:** While several RTs have compiled a comprehensive inventory list, other RTs have not been as thorough in listing the type and quantity of items that are available to borrow in their District. There have been several inconsistencies observed in the Lending Library inventories and logs (e.g. zero health resources listed or the quantity is not specified). It is recommended that RTs update their inventories at the start of the year.

**6. Circulate Lending Library inventory lists to 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 can be done via email, presentations, or on the HHI health and PE website that is being created. This will increase the awareness among teachers regarding the types of resources that are available to borrow. It is expected that sharing the inventory list and resources will enhance the usability and functionality of the Lending Library.

**7. Distribute Lending Library reflection forms:** It is recommended that the RTs distribute a reflection form to each teacher that requests materials and equipment. The reflection form will allow teachers to explain specifically how they used the resources, what impact it had on student, and what their professional development needs are for the future. At this time, there are no set goals for the Lending Library aside from making resources available for teachers to borrow. The feedback from reflection forms may help provide more direction for the goals of the Lending Library.

### **Online Resource**

**8. Create a website outline:** DOE has decided to finish the development of the HHI website internally. In the meantime, the State RTs should create an outline of the content that will be included on the website. In order to progress forward with this deliverable, a basic structure is needed for the website. For example, will all District RTs be required to upload similar information to their District page to ensure uniformity throughout the website (e.g. lending library inventory)? If so, minimum requirements need to be established for the specific

information that should be included on the website. The content should then be reviewed by DOH and DOE before being distributed.

**9. Collect and store resources for the website in one central 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 for the District and State RTs. Once the website has been built, the content and resources can be quickly uploaded by accessing this central folder. It is recommended that one of the State RTs be designated to collect and store the resources in one location starting in August 2012.

**10. Establish a process for uploading resources.** The District RTs will not be responsible for uploading their files directly to the website. All content must be reviewed and approved by DOE officials before being publicly shared. When the District RTs want to share information about an upcoming event in their District, approximately how much time is needed to approve and upload the content? The process and timeline for this should be clearly understood by all RTs.

**11. Promote usage of website:** Once created, how will the website be shared with teachers, staff, school officials, parents, and community members (e.g. email announcement, newsletter)? In addition, HHIET recommends that the HHI RTs track the number of hits/number of people that view the website in order to accurately monitor the usage of the website. Will a survey be created in the future to collect feedback on the website?

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

**12. Increase the number of health and nutrition sessions offered at the State Conference:** There were 100 health, nutrition and PE sessions available at the summer Health and PE Conference. Eighty-one (81) out of the 100 sessions concentrated on physical education topics; there were also 14 health sessions, 3 health/PE sessions, and 2 miscellaneous sessions. Of the health sessions, 8 of them were related to sexual health and sexual education. Although the HHI RTs may not have had much control over the content of sessions at the SWD Conference, when the annual State Health and PE conference returns to the University of Hawaii in May 2013 (with HAHPERD), one recommendation is to increase the number of health and nutrition sessions that are offered. If possible, the content of the health sessions should 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 have discussed 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. Due to the timing of the SWD Conference during summer vacation, not many school leaders from Hawaii were able to attend the conference. Hopefully, when the State Conference takes place in May 2013, more teachers and staff will be able to attend during the regular school year.

### **Model Schools 2013 Program**

**14. Refer to the Model School action plan on a regular basis:** HHIET would like to encourage 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 activities and collecting data for each Model School. With the 2012-13 SY being the last year of the Model School program, RTs are advised to work closely with their Model Schools to implement ALL items listed on their action plans.

**15. 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 student surveys are administered in 2013, the RTs will be required to take an active role in collecting survey data to increase the response rate. HHIET will prepare and print the follow-up surveys, but the RTs will be asked to distribute the surveys and collect the completed surveys at their Model Schools (spring 2013).

**16. Assist Model Schools in meeting the Wellness Guidelines by May 2013:** Although the deadline for implementing the Wellness Guidelines was June 2011, many schools have not been able to meet this goal yet. It is strongly recommended that ALL Model Schools be in compliance with the Wellness Guidelines by the end of the Model School Program in May 2013. Many Model Schools are still not meeting the minimum recommended minutes of health and PE and are still not meeting fundraising guidelines (e.g. providing oversized Jamba Juice cups). If Model Schools are to serve as a model for the rest of the state, then at a minimum, they need to make sure they are meeting the Wellness Guidelines.

**17. Share more success stories and lessons learned from Model Schools:** In addition to providing quarterly progress reports, RTs should monitor success stories, progress, challenges, and student work from their Model Schools. This information should be shared at the monthly RT training sessions and/or videos can be taken with their iPads to record activities and interviews with Model School members. RTs need to start brainstorming about how they want to showcase the success stories and lessons learned from their Model Schools to other schools across the state at the completion of the program.

### **New Recommended Deliverables**

**18. Increase participation in the PE Fair and Fitness Meet:** HHIET recommends that the HHI RTs promote the expansion of the PE Poster Fair Competition and District Fitness Meet. These events have been very successful in the Windward District thus far. As a result, the RTs in each District should be encouraged to slowly increase participation for these events.

**19. Implement Fitnessgram across the state:** It is recommended that the District and State RTs promote the implementation of Fitnessgram on a statewide level. Fitnessgram is a comprehensive assessment that includes a variety of health-related physical fitness tests. Although it may take some time to mandate such a program across the entire state, it is recommended that the HHI RTs strive to increase the number of schools that are collecting Fitnessgram data. Fitnessgram can also provide individualized, educational reports for students and parents. Promoting a standard statewide fitness test may also help monitor progress in health and fitness as students transition from one grade to the next.

## **General Recommendations**

**20. Celebrate successes and achievements:** It is important to celebrate and recognize the HHI RT achievements during the school year, which may include professional development activities, successful collaborations, and providing training on new curricula or topics. RTs should be encouraged to share and celebrate their accomplishments with colleagues, schools, families, and community members.

## **Concluding Remarks**

In conclusion, HHIET hopes that the data in this evaluation report will help initiate a meaningful discussion between the Hawaii Department of Health and Hawaii Department of Education as they collaborate and maintain a strong initiative over the coming years.

## APPENDICES

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**Appendix A:** HHIET Meetings, Trainings, and Technical Assistance

**Appendix B:** Health and PE Standards Logic Model

**Appendix C:** Health and PE Training Level Criteria

**Appendix D:** State Resource Teacher Deliverables

**Appendix E:** Bibliography of HHIET School Reports

**Appendix F:** District Workshops – Lessons Learned

**Appendix G:** District Workshops – Future Topics

**Appendix H:** PDE3 – Additional Online Survey Results

**Appendix I:** PDE3 – Qualitative Comments from Participating Teachers

**Appendix J:** Excerpts from Honolulu District's Lending Library

**Appendix K:** Southwest District Convention Themes

**Appendix L:** Presentation for Southwest District Convention

**Appendix M:** SOFIT and SOPLAY Recording Forms

**Appendix N:** Model Schools – Poster Presentation

**Appendix O:** Model Schools – Comments from Resource Teachers

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

HHIET Meetings, Trainings, and Technical Assistance		
DATE	LOCATION	NOTES
<b>AUGUST</b>		
08/03/11	DOH	Monthly evaluation meeting with Jennifer and Becky
08/08- 09/11	DOE – OCISS	Two-day RT training session at the start of the new school year
08/26/11	UH – HHIET Office	HHIET submitted Year End Evaluation Report to Jennifer and Ann
<b>SEPTEMBER</b>		
09/07/11	DOE – OCISS	Monthly evaluation meeting with Jennifer, Ann, and Becky
09/09/11	Hilton Waikiki	HHIET presented Model School data at the Hawaii-Pacific Evaluation Association conference
09/12/11	Pearl Harbor Kai Elementary	RT training session – Central District
09/14/11	DOH	Becky gave a presentation to the HHI team summarizing the previous school year
09/16/11	UH – HHIET Office	Phone conference with Becky and Ilan (schools database programmer)
09/19/11	DOE – OCISS	Phone conference with Ann, Eileen and Becky to review Waiakeawaena’s Action Plan
09/20/11	Laie Elementary	HHIET observed Curt’s structured recess training
09/27/11	DOH	Evaluation meeting with Jennifer and Becky
09/29/11	Ewa Makai Elementary	HHIET attended Leeward’s Health and PE Open House. Lending Library items were displayed.
<b>OCTOBER</b>		
10/06/11	DOE – OCISS	Monthly evaluation meeting with Jennifer, Ann, and Becky
10/07/11	UH – HHIET OFFICE	HHIET submitted IRB Continuing Review to UH
10/12/11	Jarrett Middle	HHIET attended Honolulu’s District Workshop – Garmin and SPARK
10/17/11	Wilson Elementary	RT training session – Honolulu District
10/17/11	UH – HHIET Office	IRB Approval received from UH
10/18/11	DOE – OCISS	Phone conference with Ann, Nancy, and Becky to review Waimea’s Action Plan
10/20/11	DOE – OCISS	Meeting with Ann, Yvette, and Becky to review Red Hill’s Action Plan
10/20/11	DOE – OCISS	Phone conference with Ann, Curt, and Becky to review Laie and Kainalu’s Action Plans
10/21/11	DOH	Meeting with Jennifer, Becky and Stephanie Lee to review Healthy School grants
10/24/11	DOE – OCISS	Phone conference with Ann, Lance, and Becky to review Kalama’s Action Plan
10/24/11	DOE – OCISS	Meeting with Ann, Denise, and Becky to review Kauluwela and Jarrett’s Action Plan
10/24/11	August Ahrens	HHIET attended Leeward District’s FLASH curriculum training
<b>NOVEMBER</b>		
11/15/11	Windward District Office	RT training session – Windward District
11/17/11	DOE – OCISS	Meeting with Ann, Becky, and Jennifer – reviewed contract and gave evaluation updates
11/28/11	UH – HHIET Office	HHIET submitted IRB Application to DOE School Accountability Office – Lori Nagakura
11/29/11	UH – HHIET Office	Becky met with potential graphic designer to start Healthy Schools booklet

<b>DECEMBER</b>		
12/05/11	Jarrett Middle	HHIET attended Honolulu's District Workshop – Nutrition Education
12/07/11	Kauluwela Elementary	Becky met with Denise, Lyra, and Ann to review Kauluwela's Action Plan
12/08/11	Times Supermarket	HHIET accompanied Kauluwela students on a field trip to Times Supermarket
12/08/11	UH – HHIET Office	HHIET participated in an NVivo Training (i.e. Qualitative software program)
12/09/11	Ewa Makai Middle	RT training session – Leeward District
12/12/11	DOE – OCISS	Becky attended SAWS meeting
12/15/11	Trade Publishing	Becky met with a new graphic designer to review Healthy Schools booklet project
12/19/11	UH – HHIET Office	Conference call with Ilan (database programmer) and Becky
12/29/11	Trade Publishing	Becky met with the graphic designer to make revisions with the Healthy Schools booklet
<b>JANUARY</b>		
01/03/12	UH – HHIET Office	IRB Approval received from DOE Superintendent
01/04/12	DOE – OCISS	Monthly meeting with Ann, Becky, and Jennifer– reviewed contract and model schools
01/11/12	UH – HHIET Office	Phone conference with Ilan and Becky regarding database revisions
01/20/12	UH – HHIET Office	Ilan was in town from the Big Island and provided a database training to Becky and Steph
01/23/12	DOE – OCISS	RT training – Becky provided Year 1 Model School data to the RTs & participant reach reports
01/25/12	Waiakeawaena Elementary	Becky traveled to Hilo and spent the day at East Hawaii's Model School. Family Night as well.
01/27/12	UH- HHIET Office	HHIET held their first round of SOFIT/SOPLAY for the graduate students
01/27/12	DOE - OCISS	Meeting with Cathy, Ann, Lisa, and Becky to review teacher surveys for Model Schools
<b>FEBRUARY</b>		
2/1/2012	DOH	Becky attended HHDW training with Tonya
2/3/2012	Jarrett Middle School	SOFIT/SOPLAY field training with graduate research assistants
2/6/2012	DOE – OCISS	Model Schools meeting with Kealakehe Principal – Ann and Becky
2/6/2012	DOE – OCISS	SAWS meeting
2/17/2012	Pearl Harbor Kai	Monthly RT training session
2/24/2012	Red Hill Elementary	Observed PE classes all day at Red Hill Elementary – Becky and Steph
2/27/2012	DOE – OCISS	Monthly evaluation meeting with Jennifer, Ann and Becky
<b>MARCH</b>		
3/5/2012	School Food Services Branch	Met with Glenna and Cindy to collect breakfast and lunch counts
3/6/2012	DOE – OCISS	Meeting with Lisa, Cathy, and Ann to review Model School teacher surveys
3/7/2012	Honolulu District Office	Monthly RT training session
3/8/2012	Kaiser High School	Attended Windward District Track Meet – took photos for Curt
3/16-20/2012	San Diego	Active Living Research Conference – Professional Development (PA in Schools & Evaluation)
3/20/2012	Kauluwela Elementary School	Informal visit to observe cafeteria – Becky and Steph
3/21/2012	DOH	Jennifer and Becky – Judges for Olelo youth video contest

3/23/2012	Kealakehe High School	Observed PE classes all day at Kealakehe High – Becky and Steph
3/27/2012	Laie Elementary School	Observed PE classes all day at Laie Elementary – Becky and Steph
3/29/2012	School Food Services Branch	Meeting to review SFS deliverables
3/30/2012	Kalama Intermediate School	Observed PE classes all day at Kalama Intermediate – Becky and Steph
<b>APRIL</b>		
4/4/2012	DOE – OCISS	Monthly evaluation meeting with Jennifer, Ann, and Becky
4/5/2012	UH – HHIET Office	Training session for Kauluwela’s cafeteria assessment with graduate students
4/9/2012	Kauluwela Elementary School	Meeting with Denise, Principal Lee, and Becky to review action plan and cafeteria assessment
4/9/2012	UH – Campus	Workshop on Designing Effective Surveys
4/10/2012	Jarrett Middle School	Observed PE classes all day at Jarrett Middle School – Becky and Steph
4/11/2012	Kauluwela Elementary School	Day 1 of cafeteria assessment at Kauluwela – Becky, Steph, and 4 graduate students
4/16/2012	Kapolei High School	Monthly RT Training Session – All day meeting
4/17/2012	Kainalu Elementary	Observed recess at Kainalu Elementary
4/26/2012	School Food Services Branch	Met with Cindy to collect breakfast and lunch counts
4/27/2012	Waimea High School	Observed PE classes all day at Waimea High – Becky and Steph
<b>MAY</b>		
5/2/2012	DOE – OCISS	Monthly evaluation meeting with Jennifer, Ann, and Becky
5/4/2012	Polynesian Cultural Center	Attended Laie Elementary’s May Day celebration at PCC
5/9/2012	McKinley High School	Attended Honolulu District’s Celebration of Learning (SATC and Kauluwela had booths)
5/14-15/2012	DOE – OCISS	RT Training Session – Two-day end of the year meeting
5/18/2012	Kainalu Elementary School	Observed PE classes at Kainalu Elementary – Becky and Steph
5/31/2012	UH – HHIET Office	Poster and oral presentation abstract accepted for Annual APHA Conference in October
<b>JUNE</b>		
6/6/2012	Kapiolani Community College	Distribute pre-test surveys for KCC-SFS summer courses – Becky and Steph
6/6/2012	DOE – OCISS	Monthly evaluation meeting with Ann, Jennifer, and Becky
6/9/2012	UH – HHIET Office	Poster abstract was accepted for the Pacific Global Health Conference in October
6/12/2012	DOE – OCISS	Meeting with Ann to review SWD presentation
6/13-16/2012	Turtle Bay	Southwest District Convention
6/15/2012	Kapiolani Community College	Distribute post-test surveys for KCC-SFS summer courses –Steph
6/25/2012	DOE – OCISS	Monthly evaluation meeting with Ann, Jennifer, and Becky
6/29/2011	DOH	Attended weekly HHI team meeting while Jay was away
6/9/2012	UH – HHIET Office	Poster abstract was accepted for the Pacific Global Health Conference in October
6/27/2012	UH – HHIET Office	Participated in online Seminar to learn NVivo software for qualitative analysis

## **APPENDIX B: Health and 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: Health and PE Standards Logic Model

**HHI – Health and Physical Education Standards Logic Model 2011-2012 School Year**

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

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

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

**1. Provide support for district resource teachers:**

- Provide “menu” of support for district RTs
- Provide physical support at district workshops
- Provide one-on-one to RTs
- Gather one resource per month (minimum) in HE/PE to upload onto website (can be related to curriculum, current events, equipment, district updates, etc)

**2. Offer at least two PDE3 courses for the 2011-2012 SY (one per RT):**

- At least one in HE and one in PE (with NE fused into one of the two)
- Provide technical assistance to district RTs with their PDE3 courses

**3. Create curriculum alignment and assessment for HE and PE curriculum:**

- Take current HE/PE curriculum and align them to benchmarks
- Create matching assessments for these aligned benchmarks
- Validate previously existing alignments to benchmarks
- Distribute these curricula packaged with validated alignment and assessment tools to schools and teachers who request them

**4. Provide model schools support as content experts:**

- Create, maintain, and update changes on model school packets/portfolios for each content area and grade (PE, HE, NE, el, 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, 2011-2012 SY**

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## APPENDIX F: District Workshops – Lessons Learned (n=174)

### Using Sensitivity & Appropriate Content for Sex Education and Abuse Prevention (36)

- What is appropriate to cover (5)
- How to answer questions (2)
- Feeling comfortable with teaching the material (2)
- Using the proper/correct terminology and definitions (2)
- To think twice before answering
- Grade/age appropriate activities and language regarding the topic
- I learned what topics are appropriate to cover in 5<sup>th</sup> grade
- How to handle difficult questions by parents to students using activities and strategies
- How to deal with parent inquiry and addressing student questions
- How to teach the things that I need to for health in a well-informed way
- How to respond to variety of questions, and types of student questions
- When topics deviate and are personal, need to have them talk to their parents
- Appropriate language
- How to respond to “shock” questions
- How to teach touchy subjects
- Tips on how to answer questions
- Feeling comfortable talking to students about topics
- Teachers need to be comfortable with the content
- Most appropriate way to address approved topics
- Tips on answering offensive questions; practicing using the curriculum
- Importance of sharing the information with students
- Laid out curriculum to teach sensitive topic in Grade 5
- How to implement the touchy information in a fun way
- The games we played/learned about that can make a tough topic to talk about a little less uncomfortable
- Better prepared for responding to disclosures
- To acknowledge and encourage disclosures
- Active listening is most important. Second most important is validating students’ personal contributions and comments
- The importance of using the correct vocabulary for student. I will implement vocabulary using lessons such as Mix and Match and Scrabble
- The most important thing I’ve learned was how to deal with sensitive questions regarding sex

### Teaching Strategies for Sex Education and Sex Abuse Prevention (31)

- Strategies on how to teach the information (2)
- Importance of the health sexuality information
- Teach refusal strategies
- How to integrate self-esteem, self-awareness and confidence in sexual health curriculum
- I will use the lessons on sexual health and the reproductive system
- With proper support, you should teach specific aspects of sexual health
- How to respond to disclosure of sexual abuse and what to do. I will use it
- How to identify, define sexual abuse, personal space, more insight into the prevention of sexual abuse
- What is sexual abuse? – defined
- How to raise awareness in classroom of “my body is special”
- The different definitions for sexual abuse and signs on how to identify the signs of abuse

- We need to teach puberty/reproduction to 5<sup>th</sup> graders. Start teaching ASAP
- What is expected to be taught in 5<sup>th</sup> grade
- Looking forward to ensuring our students get the fun class lessons
- S.A. more prevalent than I realized. This curriculum even more important to be proactive and meet students' needs
- Core content for sexuality education
- How to teach lessons
- Activities to use when teaching sex ed
- Strategies to teach topic
- Understand what should be told to the students and how to do it effectively
- A few of the lessons will be very useful in presenting this content. Great ideas
- How to teach reproduction and about how to make the lesson interesting
- I learned that what we teach in 5<sup>th</sup> grade is puberty and reproduction. The binder with all the lessons, diagrams, and definitions are extremely helpful. We also did the "teach back" lessons which helped me to know how to use and implement this program
- Lessons and activities that will help me teach reproduction/puberty
- Small group activities to incorporate lessons
- To include reproduction along with puberty and adolescence. Will use the curriculum as a guide and resource for teaching health
- New activities
- Do the questions pertain to what is being taught
- Activities that you can do with students were helpful
- More strategies for student learning, and lessons/material were given which I am excited to use

#### **General Curriculum, Lessons, and Resources (30)**

- Creating interactive lessons to engage students (2)
- Incorporating modified mentoring with my class
- Importance of adjusting curriculum based on population
- Teaching the private & public
- Simplifying lessons for special populations
- Lessons appropriate, curriculum
- Lessons can be modified to meet the needs of the cliental
- I look forward to sharing the curriculum at our school
- Can you do model lessons for us?
- Curriculum to follow it's my 1<sup>st</sup> year teaching 5<sup>th</sup>
- Excellent curriculum
- Lessons are simple, clear, and seem easy to implement
- The curriculum. I will complete the whole 3-5 curriculum by the end of the year
- The curricula itself
- Current update on curriculum surveys
- The binder: for more up-to-date information, numbers & resources
- Utilization of resources
- Ideas and visuals will help in my teaching and my student's learning
- The lessons were good and will be used in class
- Lesson plans are easy to follow
- All of the lessons are a great resource
- Great lesson plans
- Activities/lesson plans/resources
- Just having a specific lesson on health/nutrition makes me more aware to teach it to my students

- Lessons to use in the classroom
- The data shared was excellent. Very timely to add to the state and complex initiative
- I do not have a classroom, but I am hoping to share the resources and knowledge with other professionals and school within Central district. I'm also hoping to make SBBH aware of what SATC has to offer
- GSA Hawaii
- Lessons to be used in class

#### **Nutrition and the Fruit and Vegetable Wheel (10)**

- Importance of exposing children to a variety of foods
- Great to have new resources and ideas. Intend to make good use of the fruit/veggie wheel
- The food (fruits & veggie) wheel. So cool. Thank you
- Making food with the students. The veggie and fruit wheel will be helpful
- The most important was the hands-on nutrition activities
- Different approaches to teaching about healthy choices
- The fruit and veggie wheel, good to use for math as well calculating serving sizes as well as seeing why that food is healthy, Fast food menus
- How to create hands-on activities and real world applications. I want to share how to read labels and help my students make healthy choices
- Fruit and veggie wheel
- I learned new ways to share nutrition and the importance of eating properly with my students

#### **Specific PE Skills and Activities (10)**

- Soccie and socci balls (5)
- Crossfit and components of crossfit (2)
- I learned a new game to get kids heart rate up – socci
- Socci. I will try it and let my students play it or reuse the game for my class
- Scavenger hunt activity

#### **Other (7)**

- Accountability
- It's hard for Health teacher to keep up with the younger PE teachers
- Thanks, great day!
- The role of the elementary education teacher/counselor
- I have editorial rights
- No classroom, however will share with school to have others inservice
- For personal knowledge I learned the amount of items the tobacco company owns and produces. For the elementary classroom I think the actual fact of what the Real groups represent and have accomplished is important. The PSA was a great example to show the children as advocacy

#### **General Health and Wellness (6)**

- Reinforcing self-esteem, confidence, and peer pressure
- Knowledge/activities about human development
- Build up girls, strengthen their self esteem
- Health must be taught
- It is important to be knowledgeable about one's body
- Teach our students what is happening with their bodies

#### **Fitness Gram (6)**

- How to implement Fitness Gram (3)
- How to align Fitness Gram curriculum within the department (2)
- It is a great assessment tool for teachers and students

#### **Mental Health and Suicide (5)**

<ul style="list-style-type: none"> <li>• To talk about suicide</li> <li>• The suicide statistics – we can share these with counselors</li> <li>• Video/lessons on suicide preventing</li> <li>• Discussion openers</li> <li>• safeTALK</li> </ul>
<b>Standards (5)</b>
<ul style="list-style-type: none"> <li>• Which lessons /topics are related to 5<sup>th</sup> grade standards/benchmarks.</li> <li>• Incorporating more activities as assessments and the new national standards.</li> <li>• I would use some of the lessons in the program to address our benchmarks.</li> <li>• How to implement the activities and curriculum in order to address the standards.</li> <li>• Better understanding of the Health Education Standards</li> </ul>
<b>Technology (5)</b>
<ul style="list-style-type: none"> <li>• Looking to get H.R. monitory data</li> <li>• The Tanita scale handout</li> <li>• Heart rate monitor</li> <li>• How to test Fitness Gram using new technology</li> <li>• That we need funding to purchase this technology</li> </ul>
<b>General Physical Education (4)</b>
<ul style="list-style-type: none"> <li>• Different ways to use equipment</li> <li>• Keeping the students active</li> <li>• New activities that can make learning new skills and exercises more interesting and fun</li> <li>• New activities to incorporate into my classes which still focus on ability to increase heart rate and reinforce concepts (FITT principle, skill related fitness components)</li> </ul>
<b>FLASH Curriculum (4)</b>
<ul style="list-style-type: none"> <li>• Being able to teach the lessons in the Flash booklet (2)</li> <li>• Teaching Flash</li> <li>• I feel more comfortable about teaching FLASH</li> </ul>
<b>Bullying and Violence (3)</b>
<ul style="list-style-type: none"> <li>• Cyberbullying/sexting/internal awareness (2)</li> <li>• Discussing the repercussions of cyberbullying with all classes</li> </ul>
<b>SPARK Curriculum (3)</b>
<ul style="list-style-type: none"> <li>• Utilization of assessment through SPARK activities</li> <li>• New activities for the SPARK program</li> <li>• Better knowledge of SPARK</li> </ul>
<b>HIV Curriculum (3)</b>
<ul style="list-style-type: none"> <li>• Importance of HIV curriculum</li> <li>• Informational content for HIV/AIDS/STD</li> <li>• HIV- how it is transmitted and what happens later</li> </ul>
<b>Presenters (2)</b>
<ul style="list-style-type: none"> <li>• Knowledgeable presenter</li> <li>• Presenter was very knowledgeable and organized. Time flew by because we were engaged and actively participating</li> </ul>
<b>Importance of Education (2)</b>
<ul style="list-style-type: none"> <li>• Education is the key to protect youngsters</li> <li>• Information learned in elementary can make a big difference in the student's choices</li> </ul>
<b>Sharing Information with Peers (2)</b>
<ul style="list-style-type: none"> <li>• Connecting with the expertise of others and getting teaching/counseling tips</li> <li>• I also got some helpful information from others who attended the workshop</li> </ul>

## **APPENDIX G: District Workshops – Future Topics (n=97)**

<b>Activities and Games (11)</b>
<ul style="list-style-type: none"><li>• Modified games (2)</li><li>• More strategies/activities (2)</li><li>• Basic activities</li><li>• Hawaiian activities/games</li><li>• Rainy day activities</li><li>• Non-traditional games</li><li>• Incorporating/learning new nontraditional activities into my classes</li><li>• More hands on activities</li><li>• New activities</li></ul>
<b>Sex Education and Sex Abuse Prevention (11)</b>
<ul style="list-style-type: none"><li>• Basic sexual education fundamentals</li><li>• Sexual abuse</li><li>• Healthy relationships</li><li>• DOE rules on birth control, options, and samples</li><li>• Sexual abuse training</li><li>• Helping students who have been sexually abused</li><li>• Healthy relationships</li><li>• Personal safety</li><li>• Sex education</li><li>• How to teach sex education</li><li>• More on sexual abuse if applicable</li></ul>
<b>Technology (8)</b>
<ul style="list-style-type: none"><li>• New technology in PE (4)</li><li>• Pedometers</li><li>• More technology</li><li>• Technology</li><li>• New videos/technology</li></ul>
<b>Specific PE Skills (8)</b>
<ul style="list-style-type: none"><li>• Doing crossfit</li><li>• Core training</li><li>• Rugby</li><li>• Lacrosse</li><li>• Using resistance bands in the classroom</li><li>• Teaching dance in PE</li><li>• Physical education activities like tennis</li><li>• Dances for elementary students</li></ul>
<b>Nutrition (7)</b>
<ul style="list-style-type: none"><li>• Exercise and diet for youth (3)</li><li>• Nutrition (2)</li><li>• How to eat healthy on a budget</li><li>• Teaching my students about fat contents in food</li></ul>

<b>Curriculum (7)</b>
<ul style="list-style-type: none"> <li>• Health Teacher Curriculum</li> <li>• Fitness for life</li> <li>• Aligning curriculum to avoid overlap</li> <li>• Teaching other health curriculum</li> <li>• Identity curriculum</li> <li>• Other Health Curriculum to address the standards</li> <li>• Middle and high school curriculum</li> </ul>
<b>General Health and Wellness (6)</b>
<ul style="list-style-type: none"> <li>• Health (2)</li> <li>• Topics on the human body system</li> <li>• Health and Wellness</li> <li>• Health topics</li> <li>• Basic health and safety classes</li> </ul>
<b>Miscellaneous (5)</b>
<ul style="list-style-type: none"> <li>• Just keep me posted of your health/PE topics</li> <li>• Everything</li> <li>• Yearly statistics</li> <li>• Good workshop and updates on surveys</li> <li>• How to differentiate the slang that the students may use outside</li> </ul>
<b>Bullying and Violence (5)</b>
<ul style="list-style-type: none"> <li>• Bullying (2)</li> <li>• Other forms of abuse and neglect</li> <li>• Conflict resolution/problem solving</li> <li>• Violence – fighting</li> </ul>
<b>General Physical Education (5)</b>
<ul style="list-style-type: none"> <li>• Physical Education Activities (2)</li> <li>• Physical education</li> <li>• Indoor movement/ PE activities for rainy days</li> <li>• More upcoming PE programs</li> </ul>
<b>Standards (4)</b>
<ul style="list-style-type: none"> <li>• Standards based grading, assessments, technology, etc.</li> <li>• Common core standards alignment and integration</li> <li>• Standards grading in PE for report cards</li> <li>• Standards-based lessons/assessments and new teaching tools (resources)</li> </ul>
<b>Substance Abuse (4)</b>
<ul style="list-style-type: none"> <li>• Tobacco on an elementary level</li> <li>• Fetal alcohol syndrome</li> <li>• Tobacco, drugs, alcohol</li> <li>• Meth production/law enforcement on island</li> </ul>
<b>Resources (4)</b>
<ul style="list-style-type: none"> <li>• GSA</li> <li>• Community and DOE resources that are available, especially in mental health</li> <li>• How to afford upcoming conferences off island</li> <li>• Acquiring grant money</li> </ul>

<b>Emotional and Mental Health (4)</b>
<ul style="list-style-type: none"> <li>• Feelings</li> <li>• Mental health</li> <li>• Emotionally-disabled criteria</li> <li>• Support or students thinking of suicide</li> </ul>
<b>Specific Health Topics (4)</b>
<ul style="list-style-type: none"> <li>• CPR/First Aid classes</li> <li>• Infectious disease/head lice/bed bug prevention</li> <li>• Personal hygiene</li> <li>• More specific trainings in these areas (HIV prevention, abuse, etc.)</li> </ul>
<b>Character Education and Life Skills (4)</b>
<ul style="list-style-type: none"> <li>• Setting personal health goals</li> <li>• Positive choices</li> <li>• Building refusal skills</li> <li>• Character building</li> </ul>

## APPENDIX H: PDE3 – Additional Online Survey Results

Using a 5-point scale, participants were asked if they agreed or disagreed with the following statements regarding their PDE3 courses.

### PE Fair with a Flair (Central) and Sex, Drugs & Rock n' Roll for Secondary Teachers (Leeward)

Survey Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
This was an effective and efficient use of my time, the training was valuable	10	2	-	-	1
The instructor was prepared	10	2	-	-	1
The tutorials and quick reference guides available on the site will be useful	7	4	1	-	1
I would recommend this training in the future	10	2	-	-	1
<b>TOTAL Responses (52)</b>	<b>37</b>	<b>10</b>	<b>1</b>	<b>-</b>	<b>4</b>
<b>Percentage of TOTAL (100%)</b>	<b>71.2%</b>	<b>19.2%</b>	<b>1.9%</b>	<b>0%</b>	<b>7.7%</b>

### PE Metrics (Windward)

Survey Items	Strongly Agree	Agree	Neutral	Disagree
Increased my knowledge/skills about the topic discussed	6	1	-	-
Met identified goals and objectives	5	2	-	-
Provided a viable training format/venue	7	-	-	-
Was evenly paced	6	1	-	-
Made available handouts and other instructional materials	7	-	-	-
Provided a presenter who had knowledge of the subject matter	6	1	-	-
<b>TOTAL Responses (42)</b>	<b>37</b>	<b>5</b>	<b>-</b>	<b>-</b>
<b>Percentage of TOTAL (100%)</b>	<b>88.1%</b>	<b>11.9%</b>	<b>0%</b>	<b>0%</b>

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

### Semester 1 PDE3 Courses

<b>East Hawaii – Integrating Hawaii Health Standards and Reading and the HEAP Database, Level II (6)</b>
<ul style="list-style-type: none"><li>• Appreciated the strategies learned that I can use on the students in the classroom...realistic information. I enjoyed this course. Thank You!</li><li>• Facilitator was an excellent teacher who constantly supported the students throughout the class. Learning was always exciting and meaningful.</li><li>• This course helped me understand health topics and standards in depth.</li><li>• This was a great class with a great instructor. All of the material presented was thoughtful and relevant. It was easy to take what was learned in class and apply it to my teaching. The instructor was very supportive to all members in the class and made herself available to all.</li><li>• This was an excellent course. I learned a lot from this course. It has helped to enhance my curriculum/learning in health. I enjoyed taking a course from Eileen.</li><li>• Wonderful, really helped me link health into read alouds that I already do daily.</li></ul>
<b>Maui – Integrating My Physical Activity Pyramid (8)</b>
<ul style="list-style-type: none"><li>• Course was very appropriate, well organized and helpful.</li><li>• I feel that the course has helped me reflect on my everyday teaching. One thing that I would like to have is for the teachers to take turns and teach a 10-15 minute portion of one of their assignments to the class. The class will in turn pretend to be the students. If you ever choose to teach another class, I would like to go deeper into the Fitness For Life text to see how we can incorporate it and align it from K-12. It would be nice for the middle school teachers to see what students are going through in high school and vice versa so that we can create more meaningful lessons. Thanks for an awesome class.</li><li>• I truly enjoyed this course. It was informative and very useful. Thank you.</li><li>• It was a great course for the reflection of teaching PE.</li><li>• The course got me teaching PE again. Thanks!</li><li>• This was a good course for P.E. teachers in upper grades as well as for the younger elementary grades where teachers do not have a lot of training in teaching P.E. Great course and instructor.</li><li>• Very fun and practical. Learned a lot.</li><li>• Wonderful instructor and nice to meet with fellow colleagues in the same content area.</li></ul>
<b>State – Active Lifestyle and Motor Skill Attainment through Special Olympics II (4)</b>
<ul style="list-style-type: none"><li>• Educational and fun course to take. Will implement everything I learned as much as I can with my students.</li><li>• Excellent course for the Special Education teachers with severe students. Taught adapted and modified strategies to implement Physical Education to my students. I enjoyed and learned greatly from this course.</li><li>• I teach world history. I was able to connect the HCPSIII to one of the themes of history (arts &amp; leisure). Through my lessons, I learned how my students are able to encourage each other. In addition, I also realized that my students are competitive (which could be useful in certain activities).</li><li>• I would suggest that all of the course requirements and exactly what is expected of us is handed out on the first class that we meet.</li></ul>
<b>Leeward – Sex, Drugs, and Rock n’ roll for Secondary Teachers (3)</b>
<ul style="list-style-type: none"><li>• Curriculum was very helpful, the resources provided by Life foundation, Meth presenter, HIV/AIDS rally at the capitol were also great information.</li><li>• Great class! The keiki of Hawaii need to learn this important facts.</li><li>• Great materials, I learned a ton!</li></ul>

## Semester 1 Courses Continued

### Central – PE Fair with a Flair! (7)

- Important to get together with peers and exchange ideas.
- Instructor was very well prepared. This class helps us to teach the benchmarks.
- More classes like this
- No suggestions, the class was very helpful and allowed me to integrate P.E. in a different way.
- This course has helped me become more comfortable writing up rubrics and writing assessments to the benchmarks.
- Very good class. I learned a lot of cool and interesting activities to teach my students.
- Very informative and worthwhile

### Central – SPARK It Up with Special Olympics (6)

- Excellent course and instructors!
- Great course. A fun learning experience!
- More courses like this.
- Thanks for an excellent class. Great teachers!
- The professional course was very informative and interactive among students. The reflection portion of the course made you look back at the results of the lesson and how we are able to make it work better next time.
- Very relevant course and helps us to be prepared for real teaching situations.

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

- An important course to take to learn how to teach young children about body awareness and safety.
- I appreciated having the lesson plans ready for classroom use and the supporting materials all at my fingertips. It was easy to implement and they helped me to understand the various ways in which I could introduce the lesson as well as what verbiage to use depending on grade level.
- This course works for grade levels k-6. Some teachers may think it's too young for kindergarten but it isn't. I see so much more confidence in the students and it's because this course empowers them.

### Honolulu – Academic Beats/Drums Alive (6)

- Because the exercise balls are so large, it is not space-effective and hence cannot be done in the classroom. However, it is a great activity that incorporates PE as well as other subject areas. I can see myself using this to teach geography (cardinal directions), math (drumming out numbers) and language arts (drumming how many syllables in a word, or how many sounds in a word). I only wish our PE teacher had taken this course so she could use it during her PE time. Hard for one teacher to do it with younger students because the teacher would have to be the one carrying out the equipment and would have to make multiple trips back and forth (then who would stay and watch the students???)
- Great course for integrating Physical Education and Fitness with mathematics, language arts, and science. I loved this course.
- The 2 day class was fun, intense and exciting. The best ever. Great instructor who were knowledgeable and well verse in their routines.
- This was a unique and innovative PD course. It was physically challenging, yet very rewarding in many ways. My students continue to enjoy the drumming experience and to benefit from the knowledge I was able to gain from this class. Thank you!
- This was a wonderful, innovative, interdisciplinary class that I was easily able to take back and implement at my school.
- Very good class. I learned a lot cool things that I can incorporate into my curriculum.

## Semester 2 PDE3 Courses

### Kauai – Elementary Fit 4 Life (3)

- I love that the course was free and we got money to buy P.E. equipment for our students.
- It would be nice to incorporate time to work on parts of the portfolio during classes especially if students had never done portfolios before and needed exemplars. Breaking up the portfolio into parts and having time to work on it a little during class time would be very beneficial.
- This course was a very fun and educational course. My students learned a lot from it and to this day, they have never forgotten what they learned. The best part is they are teaching their peers from other classes. Students were very engaged in each activity and couldn't wait to learn the next. PE is now a part of my class on a daily basis. Thank you for a very educational class.

### State – Elementary Fitness for Life (14)

- Excellent course. Great materials provided for the class. Can definitely adapt and extend to teach for longer than the four week curriculum.
- Great class with clear and easy to understand implementation of physical fitness in the classroom. Can be implemented from K-6 & comes with easy to use teacher's guide. I wish more teachers took advantage of this class. Great hands on activities and use of class time to do examples of lessons.
- Great class!! Very hands on and standards based!
- I highly enjoyed the interactive nature of this course. I felt fully prepared to teach the Fitness for Life curriculum and can't wait to teach the curriculum for a full year!
- I loved this class. It was hands-on & when I taught the lessons to my kids, they loved it. Great class!
- I really enjoyed doing the lessons and the textbook is so user friendly!
- I really enjoyed this course and I feel more comfortable and equipped to teach physical education.
- I would recommend this class to others.
- Loved this course! Instruction was great and information and techniques learned are very useful.
- The content was extremely applicable and the information shared I can instantly take back to my class and use it with my students.
- This course had a lot of participation of exact lesson plans you could teach in class
- This was a great course because it gave me many valuable lessons and ideas!!
- Very informative class
- Very knowledgeable and enthusiastic instructor...thank you!

### State – Using Sexual Abuse and Dating Violence Prevention (7)

- Excellent course. I highly recommend this to anyone teaching students.
- Excellent, worthwhile course. Excellent instructor with more than adequate support.
- Jennifer is simply wonderful. She is an effective and dedicated educator – setting a good example for us while providing tools, insight and practice opportunities. This course has enabled a wide variety of educators to learn and implement important curriculum – our students need competent educators that are teaching relevant content. Health Ed is critical to the well-being of our students. They will only be college and career ready if they are healthy and capable of getting that far and able to focus on school because their health/decisions are not deterring them.
- Shout out to Ann Horiuchi for coordinating the class and Jennifer Mitchell of SATC for conducting the class.
- This class should be mandatory for every subject, this is real world. I have taken this class twice and have taught it to all my students in history. Why? Because so many students do not have a voice and we need to find the ability to shine a light on a dark subject and make it part of the conversation so students are not afraid.
- This was the best PD class I've taken thus far. The comprehensive curriculum that is provided, paired with the expertise and thoughtfulness of our teacher, Jennifer Mitchell was fantastic!
- Very informative course. I would recommend it to my peers.

## Semester 2 Courses Continued

### Central – For the Health of It Too (12)

- Excellent class to take. Enjoyed working with others.
- Excellent course for professional development as you gain knowledge of subjects you already thought you knew, with NEW information you can share with others!
- Fun, interesting course!
- Great course! I learned a lot of ideas to use with my students.
- Staff was knowledgeable & gave lots of exercises and lessons that us teachers can adapt and use in classroom.
- This course was very informative
- This course helped me to plan effective health and PE lessons into my curriculum. I was able to integrate these lesson plans in other subject areas.
- This course was extremely helpful and relevant to meeting the needs of my students
- This course was very informative on implementing the Health standards into the classroom. Some of the information was not appropriate for elementary students, but still very interesting. The instructor did an excellent job. She was very helpful and was quick to respond to questions.
- This was a great class to take
- Very good course – learned much which will help my teaching
- Very good resources that I was able to take back to school for my class as well as other grade levels

### Windward – PE Metrics (1)

- Very glad I took this class! Will continue to learn more about the topic and encourage colleagues to take future courses with me!

## APPENDIX I: Excerpts from Honolulu District's Lending Library

### Honolulu District's Health and PE Lending Library



Please browse through this slideshow to see what Health and PE resources/equipment are available to borrow...

Examples: Trikkies, Geomats, Wave Boards, Indo Boards, Cup Stacks

Nutrition Pack Complete with Fat Vials



Spark curriculum/Sparkfolio set



Kettle Bells 8.8lb



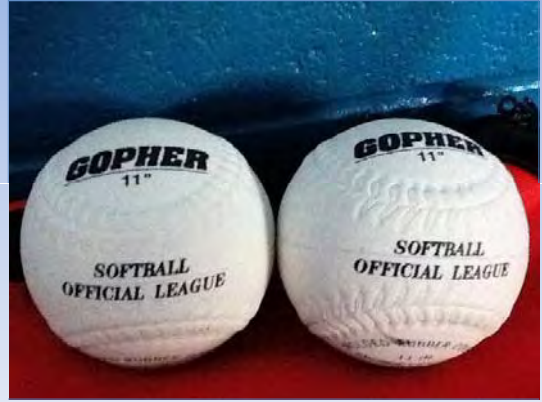
HIV/Healthy Sexuality Kit



Soccer Balls Size 5



11" Rubber Softballs



Various Types of Trainer Volleyballs



Basketballs wms Size w/ Hand Prints



Rubber Jr. Football and Nerf Football



Hula Hoops / Various Sizes



Scooter Boards / Rectangular Shape



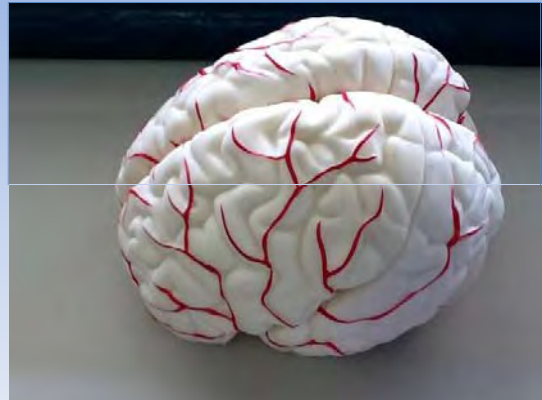
Stopwatches



GPS Systems, Geocache etc.



Brain Model



Electric Compressors/Ball Pumps



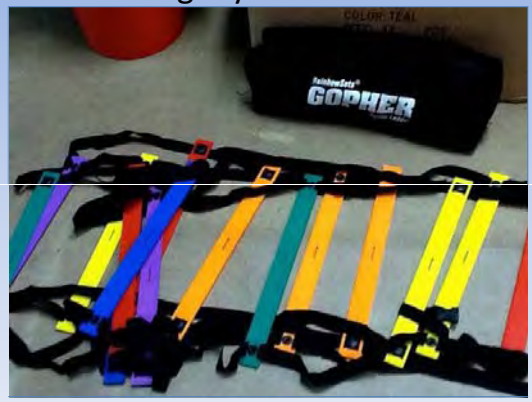
Spikey Balls approx. Softball Size



Team Handballs



Agility Ladders



Cones/Rubber and Plastic/Signs: Collars too!



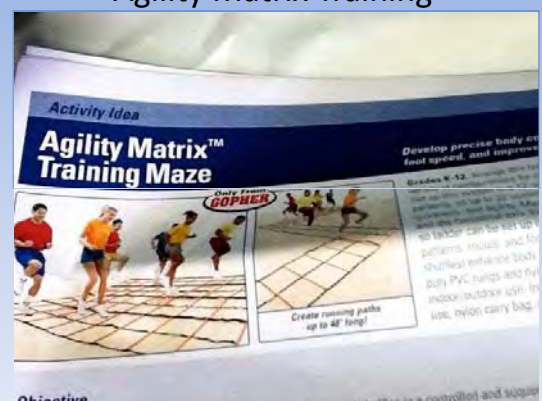
Nerf/Small and Ultimate Frisbee Disks



Scooters



Agility Matrix Training



Vball, B-Ball, Soccer, Fitness and  
Extreme Fitness Skillastics Sets



Bosa/Balance Board



Scoops and Balls



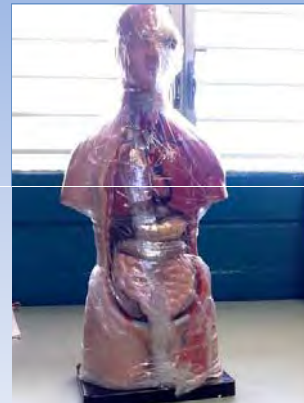
Softball/Ragball Cloth and Leather Covering



Health Models: Kidney, Heart and Mouth



Torso Model w/ removable parts



## APPENDIX J: Southwest District Convention Themes (n=100)

### Fitness (11)

- Supra Max Overload Training - Superior Way to Develop Strength
- Core Concepts: Strengthening & Stretching with Pilates
- TRX Suspension Training
- Youth Fitness Testing Issues
- Exercise + Education = A Winning Combination
- Cardiovascular Endurance Improves in California Youth 2001-2010: Historic or Meaningless
- Move it-Live it-Love it (Charting the high's and low's of 1.5 mile fitness testing)
- IT Rocks! Traversing Fitness Fun without Climbing
- Learn to Analyze Posture through Both Static and Dynamic Assessments
- Martial Arts & Wellness
- Martial Arts & Self Defense Workshop

### Lifetime Activities (11)

- Outdoor Hiking & Adventure
- Schools Tennis: It's Elementary! Part I
- Schools Tennis: It's Elementary! Part II
- Bowling: A Lifetime Sport
- Got Pong
- Walking for Lifetime Health: Let's Get Moving!
- Why Everyone of Any Age Needs Resistance Training
- Developing and Maintaining an Active, Healthy Mind Across the Lifespan
- Get Ready for a Lifetime of Healthy Activity (Motivational Study on Elite Senior Athletes)\*
- Land Stand up Paddle Yoga
- Standup Paddling (pre-convention session)

### Dance (10)

- Hip Hop Line Dances for All Ages
- Dancing Like the Stars
- Step Class for Dummies!
- Everybody Dance Now!!
- An Introduction to Teaching Traditional American Folk Dance in Your Classroom, Part 1
- An Introduction to Teaching Traditional American Folk Dance in Your Classroom, Part 2
- Broadway Bound: Dance for Musical Theatre
- The Social, Emotional, Physical, and Intellectual Development of the Whole Student through Social and Popular Dance
- Back to the Seventies
- Polynesian Dance (pre-convention session)

### Sexual Health and Sex Education (8)

- Prevention Education: Teaching Children Skills to Prevent Sexual Abuse
- 16 & Pregnant: Bring the Reality into the Classroom
- Abstinence and Adolescents "Why have a cake if I can't eat it?"
- Practicing Safer Text: Helping Youth Understand the Consequences of Sexting
- Get Hands On with Sexual Health -Interactive Literacy Strategies that Promote Healthy Sexuality for Elementary to High Schools
- SexEd Tech v1.1
- Teaching Sexual Health - WHO ME? YES ME!
- But There's a Goat on the Set: Youth Involvement in Creating Culturally Appropriate Videos

### **Standards and Assessment (8)**

- Instructional Design for Standards-Based Online Physical Education
- Implementation of Standards-Based Grading in Physical Education Class
- Standards-Based Assessment: What It Really Means
- The New Physical Education Fair Competition
- School Physical Activity Policy Assessment
- Surfing Towards Meeting Health Standards
- Creating Assessment Tools and Processes that Transform Teaching and Learning
- Testing Results - What Can You Believe? There are Errors Everywhere You Look - Fitness, Cognitive, Teacher Evaluations, Research, Everywhere

### **Physical Education University Majors (8)**

- Do PETE Majors Know What Instructional Practices are Appropriate to Use in Elementary Physical Education?
- PETE Majors Teaching Opportunities with Home-School Students
- Cooperating Teacher & University Supervisor: Allies in Productive & Purposeful Preparation of Pre-service Physical Education Teachers
- Using VARK to Accommodate Various Learning Styles in a Physical Education Program
- Making Learning Meaningful for Pre-Service Teachers
- What is an Advocacy Media Campaign and How Do I Develop One?
- Self-Regulation of Physical Education Teacher Education Students' Exercise and Diet Habits\*
- INTERNSHIPS: Do you know the "WHAT WHY HOW REVIEW?" basics?

### **Integrating Physical Activity (6)**

- Implementing an Out-of-Class Physical Activity Program: The High School PLAY
- Integrating Physical Activity Throughout the School Day
- Count on Stairs
- Information Station: A Template for Cross-Curricula Activities
- Introduction to Drums Alive® Academic Beats Mathematics in Motion
- Introduction to Drums Alive® Academic Beats Rhythm in Motion

### **Physical Education Games/Activities (6)**

- Favrit Instant Activities
- Super Balls, Super Games
- Parachute Central: Flying Our Way to Hawaii in 2012
- Small Equipment = BIG Results, Making the Little Things Count!
- Teaching Games for Understanding - An Introductory Invasion Game Activity
- Polynesian Games (Pre-convention session)

### **Health Education (5)**

- The Role of "Talk Story" in a Middle School Health Curriculum
- Holistic Health Education: Promoting Lifetime Physical, Mental, Emotional, and Spiritual Health
- Menehunes Building a Strong, Healthy Village
- The Naked Truth About Indoor Tanning
- Making the "Sun Safety" Grade\*

### **Team Sports (5)**

- Water Polo, A Unique Introduction to Aquatics Education
- Netball - A TRUE Team Sport for All
- Tchoukball: Finally a Team Sport Where Everyone Succeeds!
- Rookie Rugby Non-contact Rugby for PE Classes and After School Programs
- A Biomechanical Analysis of Patterns and Forces in Skilled Switch Hitters in Baseball\*

### **Miscellaneous (5)**

- A Review of Pre-Performance Routine Research Using Complex Closed Motor Skills
- Hispanic Student Fat Phobia and Attitudes towards Obese Persons
- LET'S MOVE in SWD AAHPERD
- An Analysis of the Perceived Priority of Professional Behaviors in the Field of Exercise Science\*
- High School Students' Perceptions of School Campus-based Physical Activity Opportunities, Preferences, and Barriers\*

### **Technology (4)**

- Move, Measure, and Motivate
- Fitness "App"titude!
- "I Wanna be a Tech Guru but I Can't Turn on my Computer"
- Flex, Lies, and Videotape

### **New PE (3)**

- Indoboard Balance Trainer: Beginner to Advanced
- "Soar into Fitness: Sport Stacking with Speed Stacks!"
- Spring Into Sport Stacking with Speed Stacks

### **Importance of Health and Physical Education (3)**

- They Are the Future: Teach them to Lead. From Preschool to Senior Hood, Physical Education all the Way
- Why Health and Physical Education Teachers are Critical to Your Child's Education
- Does the Middle School Physical Educator Make a Difference in Student's Attitudes Towards Physical Education Class?\*

### **School-Wide Wellness Programs (3)**

- Healthy Staff, Healthy Students!
- 21st Century P.E.: Healthy Decision Making for a Lifetime
- School Wellness Weeks - Get the Whole School Active

### **Special Education (2)**

- Comparison of Respiratory Function Adaptation to Long-Term Swim Training in Physically Challenged Swimmers (Amputee vs. Paraplegic)
- Paraeducators in General Physical Education

### **Online Physical Education Curriculum (2)**

- Volunteerism, Online Education, and the Affective Domain - Can they all play nice in the same sandbox?
- Online PE? How Does That Work?

## APPENDIX K: Presentation for Southwest District Convention



### Why Health and Physical Education Teachers are Critical to Your Child's Education

**Ann Horiuchi**

Healthy Hawaii Initiative Educational Specialist, Hawaii DOE

**Becky Rodericks**

Healthy Hawaii Initiative Evaluation Specialist, University of Hawaii

SWD/ June 14, 2012



### Overview of Presentation



- Why Health Education?
- Why Physical Education?
- Hawaii Content and Performance Standards (HCPS III)
- Building Knowledge and Skills through the Seven Health Education Standards
- Seven Priority Content Areas

SWD/ June 14, 2012



### My Letter to \_\_\_\_\_



- Please complete your letter to \_\_\_\_\_
- Please share goals and dreams for \_\_\_\_\_
- Why health and physical education contribute to the outcomes!

SWD/ June 14, 2012



### Your Healthy Life Practice



- What do you still do today that a parent, grandparent, other relative or friend told you when you were in elementary school?
- What do you still do today that you learned in school?

SWD/ June 14, 2012



### School Environment



*"Schools are uniquely positioned to be a national focal point for obesity prevention because children spend up to half of their waking hours in school and consume between one-third and one-half of their daily calories there."* - Institute of Medicine, 2012



SWD/ June 14, 2012



### Health Education



- HCPS III
- 7 by 7
- 2011 Youth Risk Behavior Survey
- Healthy Hawaii Initiative
- Model Schools 2013
- Our Health Iceberg

SWD/ June 14, 2012



## Healthy Hawaii Initiative



- Established 2000-01
- 1 HHI Educational Specialist
- 2 State-level Health and PE Resource Teachers
- 8 District-level Health and PE Resource Teachers

SWD/ June 14, 2012



## HHI Health and PE Resource Teachers



### HHI Training events 2010-11SY

- Total # of health and PE training events
  - 47 deliverable training events
  - + 255 additional training events
  - 302 health and PE training events!**



- Total # of participants
  - 651 teachers/staff from deliverable events
  - + 726 teachers/staff from additional training events
  - 1,377 teachers/staff trained overall or 959 unique participants trained!**

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## Model Schools 2013 Program



**Objective:** To impact student health by strengthening teaching and providing targeted services in 1 of 3 areas – health education (HE), nutrition education (NE) and/or physical education (PE)

**Participating schools:** 9 schools across 7 school districts; 3 year program

### Key components:

- Common curriculum
- Common assessment
- Provide professional development
- Implement Wellness Guidelines
- Conduct 1 culminating event
- Meet recommended instructional minutes
- Encourage staff wellness



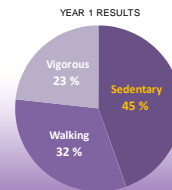
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## SOPLAY



- SOPLAY** – System for Observing Play and Leisure Activity in Youth
- Data collected before school, after school, recess, and lunch recess
- Behavior coded as either sedentary, walking, vigorous



SWD/ June 14, 2012



## SOFIT and MVPA



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

### YEAR 1 RESULTS

School (Level)	MVPA
School 1 (Middle)	49.0%
School 2 (Elem)	NE
School 3 (Elem)	55.4%
School 4 (Elem)	40.4%
School 5 (Middle)	46.6%
School 6 (Elem)	HE
School 7 (High)	58.0%
School 8 (High)	48.1%
School 9 (Elem)	57.5%

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## Student Surveys



- Baseline (2011); Follow-up (2013)
- Created by grade level/content area
- 1,412 baseline surveys completed!
- Response rate (17-84%)

### Select Survey Responses for Year 1:

Most students indicated *liking PE a lot* (67.7%), while others reported *liking PE a little* (29%). No students reported *not liking PE at all*. (Elem)

91.8% of students *strongly agree or agree* that they feel good about themselves when they know they have worked hard in PE. (Secondary)

When asked if they ate any *vegetables yesterday*, 42.8% of the students said yes, they ate vegetables *2-3 times*. 23.9% said they had *no vegetables yesterday*. (Elem)

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## Facilitators & Barriers to Health and PE



• **SAWS (Safety and Wellness Survey from Year 1)** survey distributed annually online to each principal to help assess the implementation of the wellness guidelines.

Facilitators	Health	PE	Barriers	Health	PE
District PE & Health RT	6 (75.0)	8 (100.0)	Lack of instructional time	4 (50.0)	2 (25.0)
Highly qualified staff	5 (62.5)	5 (62.5)	Lack of adequate HE resources	2 (25.0)	2 (25.0)
Wellness guidelines	5 (62.5)	5 (62.5)	Lack of professional development	2 (25.0)	1 (12.5)
State resources	4 (50.0)	4 (50.0)	Lack of qualified staff	1 (12.5)	0
Federal resources	3 (37.5)	3 (37.5)	Lack of interest by staff	0	0
Community resources	3 (37.5)	2 (25.0)	None of the above	4 (50.0)	6 (75.0)
HE prof. development	2 (25.0)	1 (12.5)			
Adequate HE resources	1 (12.5)	1 (12.5)			
Funding from PTA	1 (12.5)	1 (12.5)			

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## Providing Students with Skills & Knowledge



*"I found out that there is a lot of time to just get up and start exercising. I enjoyed doing the sit ups and running. It helped me get the exercise that I need. Now I can do sit ups during a commercial or go bike riding with my dad. In fact I bought a new bike so I can go bike riding from home to the shopping center. I'm looking forward to that!"*

— Elementary student

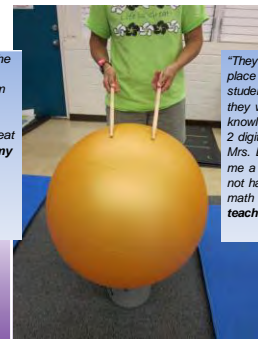


## Integrating PE with Core Content Areas



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

*"They were able to understand place value quicker than students in previous years, and they were able to use the knowledge to add and subtract 2 digit numbers. Thank you, Mrs. Darai-Chang for showing me a PE activity that I would not have thought of to teach a math concept! That's great teaching!"* — Special Educ. Teacher



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## Making PE Fun



*"Here in Hawaii, surfing/SUP is a big part of the community and the **Indo Board** use reflects that, enabling them to relate better to the community and popular physical activities in this state."*

- Classroom teacher and PE teacher

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## HHI Health and PE Resource Teachers

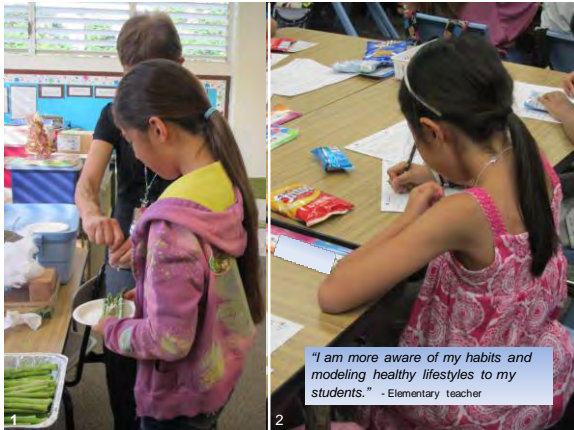


*"Thank you for coming to our school so you could analyze our active performance levels. It was very helpful and allowed me to see what I needed to improve on... Taking this test was very interesting and fun while still being important. I hope that you do the same to many schools around O'ahu."*

- Elementary student

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## HHI Health and PE Resource Teachers



"I wanted to thank you for providing the Action-based learning PD class, Drums Alive, and all the other classes you provide for us. I have data that shows that physical fitness integrated with core academics can create success. **Plus my students are healthier than they were at the beginning of the year.**" - Elementary Teacher

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## Health Iceberg



"The mind is like an iceberg, it floats with one-seventh of its bulk above water."  
- Sigmund Freud

- This is the health iceberg. An iceberg, where you can see what is obvious and sticks out, but you don't see what lies underneath, is hidden, and is larger and potentially more destructive than what lies atop.



Mahalo

## Appendix L: 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 \_\_\_\_\_

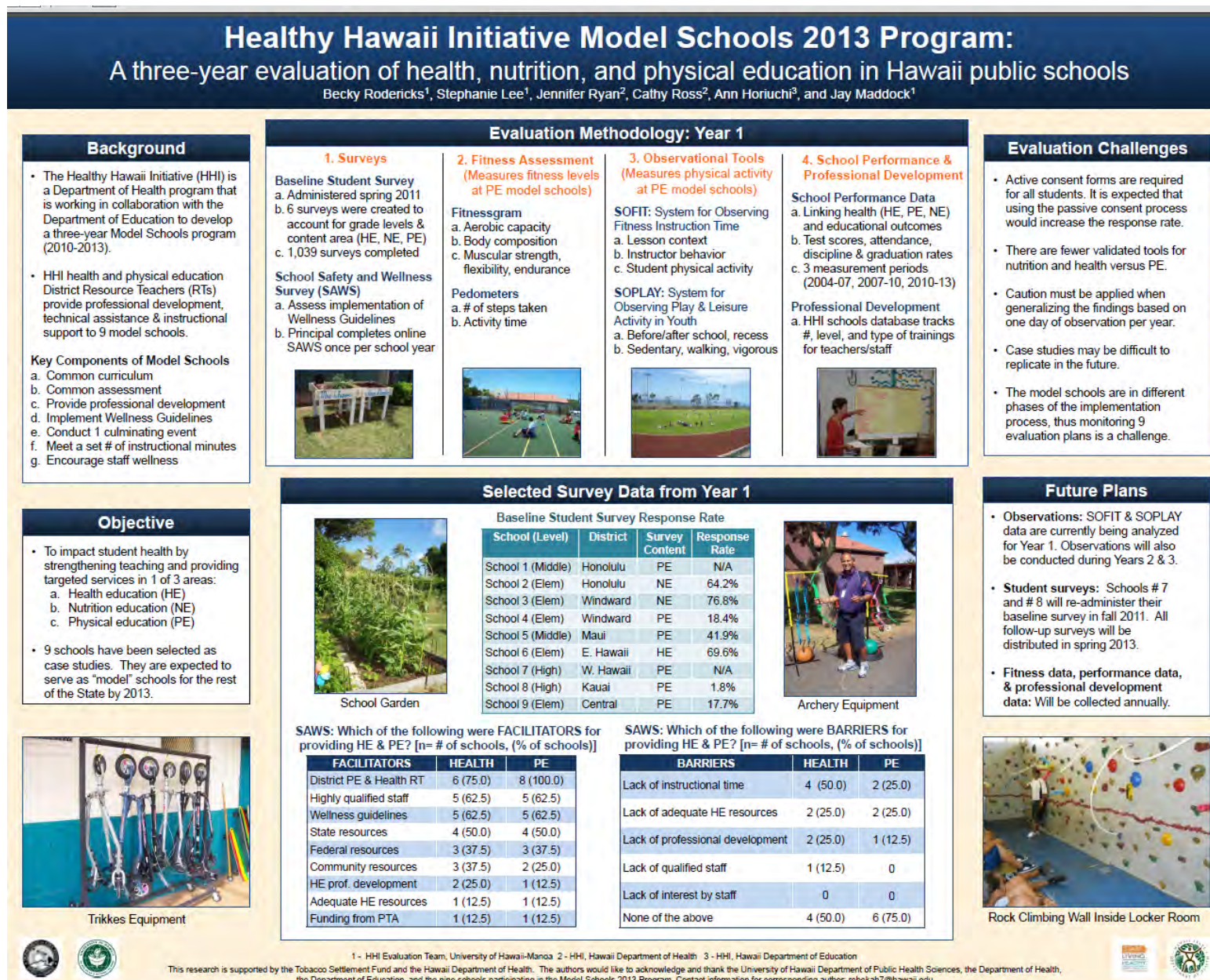
Observer ID \_\_\_\_\_ Date \_\_\_\_\_ Grade \_\_\_\_\_ Lesson Length \_\_\_\_\_ min

Total observed intervals \_\_\_\_\_

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

**SPECIAL NOTES:**

## APPENDIX M: Model Schools – Poster Presentation



## APPENDIX N: Model Schools – Comments from Resource Teachers

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

#### **KAULUWELA ELEMENTARY (Honolulu)**

- Computer purchased for Lyra!!!!
- Lyra's willingness to share her skills and knowledge with other schools and teachers within and outside the district on her implementation of Nutrition Ed. at Kauluwela has been beneficial in professionally developing others.
- Kauluwela students have benefitted by going on several excursions this year to see first hand how food gets to the table/market...
- Student's raised \$2694 in February during Jump Rope for Heart. To support the American Heart Association.

#### **LAIE ELEMENTARY (Windward)**

- Structured recess is working out great when an administrator is present. Need to get other teachers on board in doing the program on their own.
- Majority of the teachers are meeting the required amount of minutes of PE time.
- School could make improvements with healthier snacks by parents for school and class celebrations.
- No follow-up on nutrition training for 5<sup>th</sup> graders and parents this year.
- Fitness room has been turned into a testing center, not sure of the future of the fitness room.
- No response on a future date to conduct a SPARK refresher training.

#### **KAINALU ELEMENTARY (Windward)**

- The school held a successful Health Fair which included a presentation by a physician from HMSA, Zumba Dancing, and presentation of the Wellness Policy to students and parents.
- Schoolwide physical fitness meet was held on 2/24/12.
- No response on a future date to conduct a SPARK refresher training.
- Lack of communication from designated PE person and the Principal regarding future trainings and support.
- At least all 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade students were administered the Fitnessgram Assessment Test.
- The EA's should definitely be commended for their efforts in organizing before school, recess, intramural, and afterschool wellness and physical activity programs for students at Kainalu El.

#### **WAIMEA HIGH (Kauai)**

##### *Successes:*

- Nouveau has improved the Annual Pre-School Playday. He has continued to implement a full semester of Fitness For Life curriculum.
- He is working on professional development for certification in body conditioning and weight training so he can provide the latest best practice for his students in weight training and as a supplement to Fitness for Life Curriculum.
- He is taking more ownership to make a change at Waimea High. Is very interested in Functional Fitness and will investigate more this summer in that area of training.
- He is preparing a school and community wide fitness competition for next school year.
- Biggest barrier is changing student 'attitude' to embrace new PE and not just playing team sports.

#### **RED HILL ELEMENTARY (Central)**

- Things are going great! Teachers are beginning to get motivated about physical fitness. Zumba is a nice bonding time and a sense of camaraderie. My plan is to continue implementing something new each quarter. A success is Camille's assistance in getting things done. A barrier is time for all parties to get things done.
- A success is the teachers' motivation to be healthy! 2 teachers have lost weight. Staff wellness continues with P90X and Insanity on Tuesdays & Thursdays. Grade 6 teachers incorporate physical fitness into his weekly schedule for 1 hour. He finds students motivated and focused in class.

### **KALAMA INTERMEDIATE (Maui)**

March 19, 2012

- Completed the South West District conference registration forms. Planning for the South West District – Leighton and Mark will both be presenting at the conference. Leighton will be doing a physical education activity using Indo Boards. The lesson will address both the beginner and the advanced. Curt will be providing the Indo Boards for the conference. Mark will be presenting on the middle school PE report card and assessments.

March 30, 2012

- Becky and the UH grad assistant observed/evaluated some of the PE classes. Two of the five PE classes continue to have substitute teachers. Leighton has been trying to work with the substitute teachers in providing appropriate PE lessons/activities. Mark and Leighton did a joint PE class activity called Asteroids. They included the modifications that worked on different skills and made it fair to all the participants. They were also presented the model school teacher surveys.

April 24, 2012

- Discussed travel plans so reservations could be made for the SWD convention. Leighton shared what was presented at the Kalama School Standards Night. There were about 150 parents and students in the cafeteria. Indo Boards, DDR, and Agility ladder activities were provided – the students had to have their parents participate with them. Leighton was able to have Konani donate 100 notebooks to be given away. A random grand prize drawing for an Indo Board signed by Hunter (donated by Mark and Leighton) was given away to a student. During lunch recess – Indo Boards were available for the students to participate. The students had to have a teacher supervise them to be able to participate. The students were responsible for asking a teacher to supervise – the students were actively engaged with teacher supervision. MWF – parents continue to supervise students during lunch recess – basketball. Mark runs a basketball league on Tuesdays. Next steps – purchase items needed for the Model School program.

### **WAIAKEAWAENA (East Hawai'i)**

School leads are awesome and make things happen!! Common Core training has pulled out a number of teachers a lot during this first quarter therefore meeting time with teachers has been postponed until Qtr 2.

#### SUCSESSES

- WOW- Large majority of the teachers have been in-serviced and have come to grade level agreements as to when they are planning to implement the lessons next school year (2012-13)
- S'Cool Moves- teachers are still implementing and finding success.
- Entire school shows signs of implementing brain activation and brain breaks activities
- Healthier snacks are clearly visible on campus
- Families are providing healthier snacks including for birthday celebrations.

#### CONCERNS:

- Change of administration for next year due to retirement
- PE IRA retiring
- Lack of funds for next school year to support professional development and implementation
- How to keep the “ball rolling”

### **JARRETT MIDDLE (Honolulu)**

- Working with Sue's 8<sup>th</sup> graders in a “Dynamic Balance” unit was rewarding for all stakeholders, students of course as they explored various balance apparatuses...the most rewarding for Sue and I was seen the growth over a short period of time. Student's took to the many challenges and even requested to stay in for lunch.
- For Sue and I we could work together on designing the scaffolding of lessons, and were always so critical of the lessons, always looking for ways to improve. Never satisfied.
- Aha was that the students are so informed about “assessment” it is second nature.