



## HHI School Health and Physical Education



# 2009 – 2010 End of School Year Report

## *Evaluation and Summary of Deliverables*



## *Evaluation Report*

August 2010

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

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## EXECUTIVE SUMMARY

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The mission of Healthy Hawaii Initiative (HHI) is to ensure that people in Hawaii have healthy beginnings in early childhood, healthy growth and development throughout childhood, and healthy adult lifestyles based on good nutrition, regular physical activity, and freedom from tobacco use. The two overarching goals of HHI are to increase the years of healthy life for all and to reduce existing healthy disparities in Hawaii.

One component of HHI is a schools-based initiative that supports health education, physical education, nutrition education, and physical activity in schools. Using the model of Healthy People 2010, HHI has four specific objectives related to schools and youth.

- 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 order to help meet these objectives, the HHI Schools team at the Department of Health (DOH) partnered with the state's Department of Education (DOE) to provide professional development and training for those who teach nutrition, health, and physical education. Materials and content were developed and aligned using standards-based educational strategies. Content knowledge and instructional strategies focus on reducing tobacco use, decreasing obesity, and improving nutrition among students.

This report summarizes the information collected from District Resource Teachers (RTs) on the islands of Maui, Kauai, Oahu, and Hawaii during the 2009-2010 school year. In order to increase the impact from teacher training events and school activities, seven new deliverables were created. This report will outline the progress of each deliverable including an overview on District workshops, pilot model schools, professional development educate, empower, and excel courses (PDE3 courses), an online website resource, professional learning communities, resource lending libraries, and one in-kind statewide conference.

To a large extent, most of the deliverables were successfully completed by the RTs. Of all eight Districts, West Hawaii had the least involvement in RT events and activities. West Hawaii will no longer have a designated RT for the 2010-2011 school year.

Organizing the pilot model schools required a large time commitment from the RTs, and this continued effort is envisioned for the next year as the model schools move forward with implementation. At the end of 2009-2010 school year, one school from every District (with the exception of Leeward), signed an agreement to participate as a pilot model school.

RTs also invested a lot of time planning and teaching PDE3 courses. These courses were the only professional development trainings that required proof of successful implementation as shown

through learning portfolios and examples of student work. All District RTs, except West Hawaii, successfully conducted at least one PDE3 course.

The number of completed training events and workshops should also be recognized. It is anticipated that providing further education and professional development will help contribute to improving curriculum techniques, which is expected to lead to improvements in students' knowledge and behavior in the future. Here are some specific training achievements from the previous school year.

- 8 District Workshops, 119 Participants
- 14 PDE3 Courses, 183 Participants, 102 Reflections Forms
- 10 Professional Learning Communities, 106 Participants
- 226 Additional Professional Development Events, 1,003 Participants
- 115 Schools Reached for Lending Library Resources

As a whole, the seven deliverables were instrumental in shaping the goals and activities for RTs throughout the 2009-2010 school year.

# INTRODUCTION

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## BACKGROUND

During the 2009-2010 school year, eight District RTs were responsible for training and educating teachers in their region to implement the instruction of the Hawai'i Content and Performance Standards (HCPS) in the areas of Health Education (H/HE) and Physical Education (PE). The Resource Teachers assisted the HHI Educational Specialist and the H/PE Educational Specialist with reviewing and developing standards-based programs, activities, and lessons for H/PE.

This annual report summarizes the information collected from the H/PE RTs for the 2009-2010 school year (SY). Resource Teachers were required to submit quarterly and semester reports detailing their expenditures, professional development offered, library resource distribution, and progress with pilot model schools. District RTs were also responsible for gathering feedback from teachers, reporting on facilitators and barriers to success, and discussing future goals and recommendations for H/PE standards.

It should be noted that the occurrence of Furlough Fridays across the State of Hawaii was a factor in the 2009-2010 SY. The furlough reduced the school year by 17 days, and limited professional development time for teachers.

## PERSONNEL

HHI-funded Department of Health (DOH) Schools team and Department of Education's H/PE HHI Team collaborated with the Healthy Hawaii Initiative Evaluation Team (HHIET) on the development, implementation, and collection of evaluation tools for activities funded by this contract. Primary responsibilities for personnel included assisting with curriculum development and implementation, as well as providing support for professional development, and recruiting schools to participate in school health surveys. The following is a list of support staff that were integral to the HHI project during the 2009-2010 SY.

- one (1) State Healthy Hawaii Initiative (HHI) Educational Specialist (ES),
- one (1) State Secretary I,
- one (1) State Health Education Resource Teacher,
- one (1) State Physical Education Resource Teacher,

STATE RESOURCE TEACHERS	
<u>Content Area</u>	<u>Resource Teacher</u>
Physical Education	Lisa Hockenberger
Health Education	Cathy Kahooohanohano

- and eight (8) District Health/Physical Education Resource Teachers (see below).

Seven of the eight District RTs were active participants in both the 2008-09 SY and 2009-10 SY. Merry Nevares, from West Hawaii, was the only new RT who became involved in the 2009-2010 SY (replacing Kathy Jo Kube), and she will not be continuing as a District RT for the 2010-2011 SY.

District RTs were based at their respective District Offices and received direct supervision from the Complex Area Superintendents. District RTs were responsible for mentoring and conducting trainings with H/PE teachers (K-12) in their designated district. They provided technical assistance for workshops, in-services, one-on-one and group training events, as well as any other relevant professional development or activities in their district. They also assisted in the collection of Hawaii School Health Survey data, advocated for quality H/PE, supported the Wellness Policy and Guidelines, worked with principals in conducting faculty professional development, and supported the evaluation process to help document the effectiveness of their activities throughout the school year.

<b>DISTRICT RESOURCE TEACHERS</b>	
<u><b>District Name</b></u>	<u><b>Resource Teacher</b></u>
Central District	Yvette Ikari
East Hawaii District	Eileen Wagatsuma
Honolulu District	Denise Darval-Chang
Kauai District	Nancy Graf
Leeward District	Jan Combs
Maui District	Nathan “Lance” Nanod
West Hawaii District	Merry Nevares
Windward District	Curt Okimoto

State RTs contributed expertise and advice in their respective specialty areas of H/PE, and worked in collaboration with the HHI Educational Specialist. The State RTs assisted with training and curriculum alignment, and provided technical assistance to District RTs as needed. They were responsible for reviewing, revising and developing standards-based programs, activities and lessons for health education and physical education. State RTs also coordinated district meetings with teachers and staff who were interested in improving instruction by discussing relevant policies, guidelines, and instructional materials.

All of the RTs demonstrated continual dedication and commitment towards increasing professional development for their districts and across the State. District and State RTs worked in partnership for state trainings, including but not limited to H/PE Workshops, State PE Conferences, H/PE Department Head Trainings, and Faculty In-Services. Four levels of training were provided: Overview, 101, 102, and 103. 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 student and teacher evidence. Please refer to Appendix A for a complete description of each H/PE training criteria.

## **DELIVERABLES**

In previous years, deliverables focused on professional development reach across the state. The HHI Schools team successfully demonstrated their capacity to provide a large breadth of H/PE professional development training for the State’s education (K-12). For the 2009-2010 SY, seven new deliverables were developed to help District RTs focus on having a more meaningful impact on school-related activities and trainings. These deliverables were jointly agreed upon by the DOH, DOE Educational Specialist, and the Resource Teachers in August 2009. HHIEt provided the RTs

with a checklist to help track the items and types of reports that were required for each deliverable (see Appendix B). The deliverables were specifically aligned with the project's overall goals and objectives (for a graphic overview, see logic model in Appendix C). The seven District RT deliverables including their budget are listed below.

1. Conduct a Minimum of 8 District Workshops (\$8,000)
2. Establish a Minimum of 8 Pilot Model School Health Programs (\$14,000)
3. Conduct a Minimum of 10 PDE3 Courses (\$8,010)
4. Conduct a Minimum of 16 District-Level Professional Learning Communities (\$12,000)
5. Create an Online Resource for Health Education & Physical Education Information (\$5,000)
6. Expansion of State and District Health Education & Physical Education Lending Libraries (\$16,000)
7. Partner with an External Agency to Conduct One In-Kind Statewide Conference Related to Health Education and/or Physical Education

The State RTs submitted training logs to HHIET on a quarterly basis documenting their activities, and they also used their own initiative and motivation to provide technical assistance to schools and teachers. In June 2010, five set deliverables were established for the State RTs to complete in the upcoming 2010-2011 SY. These deliverables focus on curriculum expertise and technical support in their respective content area. Please refer to Appendix D for a full description of these deliverables, or see the abbreviated list below.

1. Provide support for district resource teachers,
2. Offer at least two PDE3 courses for the 2010-2011 SY (one per RT),
3. Create curriculum alignment and assessment for HE and PE curriculum,
4. Provide model schools support as content experts,
5. Provide support and assistance to RT and Susan Saka in YRBS survey collection.

From this point forward, this report will describe the progress and results achieved by the **District RTs** in completing the seven deliverables. To every extent possible, HHIET has removed any unnecessary identifying information associated with the schools, teachers, and students throughout this report.

## DISTRICT WORKSHOPS

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### DELIVERABLE DESCRIPTION:

#### **1. Conduct a Minimum of 8 District Workshops (\$8,000):**

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.

Each District RT was responsible for organizing at least one workshop during the 2009-2010 school year. All eight Districts successfully accomplished this. The first district workshop took place in July 2009 and the last one occurred in February 2010. Any additional district workshop was documented in the “Other Professional Development Training” section.

Data collected from the workshops included pre/post evaluations, overall workshop evaluations, reflection forms (optional), and sign-in sheets. These data were used to assess the usefulness of training, knowledge change, implementation of the training material, and attendance. The RTs submitted the data to HHIET within one week after each training. HHIET prepared summary workshop reports for each district, which were then distributed to the DOE, DOH and the District RT.

Table 1 provides an overview of the District Workshops including the training topic, type of training (e.g. HE or PE), level of training (e.g. 101 or 201), number of participants, and noting if there were any RTs or other contributing professionals who assisted with the event. Six of the eight workshops covered HE at the 101 level while two covered H/PE topics also at the 101 level. Most workshops involved health education topics at the 101 level. There were a total of 119 participants that took part in the district workshops.

**Table 1: Overview of District Workshops 2009-2010 SY**

District	Training Topic	Training Type	Training Level	Assisting RTs	Number of Participants
<b>Honolulu</b>	Healthy Sexuality & Sports Play Active Recreation for Kids	Health and Physical Education	101	Julienne Nakano	18
<b>Central</b>	Secondary Health and Physical Education Teacher Workshop	Health and Physical Education	101	Lisa Hockenberger Cathy Kahooohanohano, and Curt Okimoto	13
<b>Leeward</b>	HIV and STDs Overview and Sexual Violence Prevention Training and Internet Safety Workshop	Health Education	101	Julienne Nakano and Cathy Kahooohanohano	17
<b>Windward</b>	HIV and STDs, Sexual Violence Prevention, and Health Education Technology Tools Training	Health Education	101	Julienne Nakano and Cathy Kahooohanohano	18
<b>Maui</b>	Sexual Violence Prevention Curricula Training	Health Education	101	Julienne Nakano	10
<b>East Hawaii*</b>	Health Education Teacher Training: Sexual Abuse Prevention Curriculum	Health Education	101	Joint training with Merry Nevares. Jan Combs assisting.	14
<b>West Hawaii*</b>	Health Education Teacher Training: Sexual Abuse Prevention Curriculum	Health Education	101	Joint training with Eileen Wagatsuma. Jan Combs assisting.	14
<b>Kauai</b>	SPARK Physical Education Standards Elementary Teacher Training	Physical Education	101	Claudio Nigg (UH, OPHS)	15

\*East Hawaii and West Hawaii held a combined District Workshop on Sexual Abuse Prevention Curriculum.

## PARTICIPANT BACKGROUND

Table 2 illustrates that across all eight Districts, all grade levels were represented at the workshops. The largest group of workshop attendees worked at the kindergarten to 5<sup>th</sup> grade level (n = 35, 34.3%). The next largest group of respondents worked with students in grades 9-12 (n = 23, 22.6%). As shown in Table 3, teachers who taught combined health and PE were the largest participant group, (n = 25, 24.3%) followed by other subject area teachers (n = 17, 16.5%).

**Table 2: What age level do you teach/work with by district (n=102)**

Grade	Honolulu (18)	Central (12)	Leeward (16)	Windward (18)	E.&W. Hawaii (14)	Maui (9)	Kauai (15)	TOTAL (102)	% (100)
Pre-K	2	0	0	0	0	0	0	2	2.0
K-5	12	0	0	3	7	0	13	35	34.3
6 grade (elem)	0	0	0	6	0	0	2	8	7.8
6 grade(middle)	0	0	0	0	0	3	0	3	2.9
7-8	0	3	10	1	0	0	0	14	13.7
9-12	0	7	6	5	2	3	0	23	22.6
Multiple	4	2	0	3	5	3	0	17	16.7

**Table 3: What content area(s) do you teach/work in by District (n=103)**

Content Area	Honolulu (18)	Central (13)	Leeward (16)	Windward (18)	E. & W. Hawaii (15)	Maui (8)	Kauai (15)	TOTAL (103)	% (100)
HE teacher	0	1	4	3	2	3	3	16	15.5
PE teacher	0	8	3	0	0	0	0	11	10.7
IRA*	0	0	0	0	0	0	0	0	0
Health and PE teacher	0	4	4	1	2	2	12	25	24.3
Elementary teacher	0	0	0	10	5	0	0	15	14.6
PTT** (health or PE)	7	0	0	0	0	0	0	7	6.8
Other Subject Area teacher	8	0	0	2	6	1	0	17	16.5
Other non- teacher	3	0	0	2	0	2	0	7	6.8
Multiple	0	0	5	0	0	0	0	5	4.9

\* IRA = Instructional Resource Augmentation; \*\* PTT = part-time teacher

## GENERAL WORKSHOP EVALUATION

Table 4 represents the average overall scores across all eight district workshops. 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 (see Table 4).

**Table 4: General Overall Workshop Comments (n=77)**  
5 = Strongly Agree; 1 = Strongly Disagree

	Mean	SD
Content/information presented will be utilized to support standards-based instruction	4.65	.507
Material/curriculum distributed in the workshop will be helpful/relevant to implementation of standards-based instruction	4.69	.520
Stated objectives of the workshop have been accomplished	4.77	.456
Presenters were well informed	4.88	.323
Intend to share this information with others that did not attend (n =76)	4.62	.632

Respondents were also asked to rate their competency in various areas of Health Education Standards. Respondents could indicate if they were (1) *Unaware*, (2) *Aware*, (3) *Knowledgeable*, or (4) *Proficient* in each professional development area. For those participants who completed both a pre- and post-evaluation survey, the majority indicated that their level of competency had increased after the workshop. After participating in the training, most respondents reported their proficiency in HE Standards as either *Aware* or *Knowledgeable*.

[Summary reports from all individual District Workshops are available from HHIEIT. Please refer to Appendix E to see a complete list of District Workshop reports and other program reports.]

## FUTURE TOPIC SUGGESTIONS

Respondents were asked to list three future training topic areas. As shown in Table 5, the responses were grouped into four themes. The most frequent topic request was “Health and Wellness” (n = 18).

**Table 5: What Future Topics are you Interested in Learning More About? (n = 57)**

Health and Wellness (18)	
<ul style="list-style-type: none"> <li>• Physical and verbal abuse/divorce and blended families</li> <li>• Other health related subjects</li> <li>• Teen dating violence</li> <li>• Personal/cultural boundary connection</li> <li>• Sexually Transmitted Diseases/Infections</li> <li>• STD lessons (x 2)</li> <li>• Environmental health</li> <li>• Health 50 years from now</li> <li>• Bullying outside of technology</li> <li>• Student crime stoppers</li> <li>• If the elementary schools are teaching the reproduction area then high school can focus on other things</li> <li>• Hands on health activities</li> <li>• Sexual health, drug awareness, physical wellness</li> <li>• Violence prevention to prevent fighting</li> <li>• Teaching about body image</li> <li>• Reproductive cycle 5<sup>th</sup> grade</li> <li>• More HIV/STD information</li> </ul>	
Curriculum (15)	
<ul style="list-style-type: none"> <li>• Developing rubrics for standards based assessment</li> <li>• Record keeping and grading</li> <li>• Project based learning ideas (with health)</li> <li>• Anything that I can use and need to do in health class</li> <li>• Nutrition lessons for Intermediate students</li> <li>• 6<sup>th</sup> grade ideas and standards</li> <li>• Math concepts in health (ratios, probability). Examples we can take with the solution.</li> <li>• Specific examples of units to be taught at each quarter</li> <li>• Same workshop [Sexual Abuse Prevention Curriculum] specifically targeting special needs/autism/mental retardation</li> <li>• 5<sup>th</sup> grade health and PE standard activities and lessons</li> <li>• Assessments with SPARKS</li> <li>• Math</li> <li>• Health assessments</li> <li>• Student based grading</li> <li>• What to do with special ed students integrated into the class</li> </ul>	
Adaptive PE Skills and Modified Activities (14)	
<ul style="list-style-type: none"> <li>• Fitness, Adaptive PE</li> <li>• How to culminate all the skills in a specific sport into playing the sport...How to teach</li> </ul>	

<ul style="list-style-type: none"> <li>specific sports</li> <li>• Adaptive PE and health</li> <li>• More adaptive skills</li> <li>• Group activities – more skills for sports</li> <li>• Secondary PE activities</li> <li>• Interactive lesson plans</li> <li>• Limited quantity-of-equipment lessons</li> <li>• More new games</li> <li>• Fitness games</li> <li>• Modified games</li> <li>• Incorporation of new exercises at the gyms and what's on TV (life style activities)</li> <li>• Real life activities</li> <li>• More dance things</li> </ul>
<b>Internet Safety and Technology (10)</b>
<ul style="list-style-type: none"> <li>• Cyberspace safety</li> <li>• Cyber bullying</li> <li>• Cyberdating the “kids” are doing now – is it safe?</li> <li>• Internet/cybersex</li> <li>• More about cyber-bullying</li> <li>• More about internet safety</li> <li>• Positive role modeling, more about how technology/media has affected behavior</li> <li>• More technology tools</li> <li>• Technology integration</li> <li>• Use of more manipulative and technology for fitness lessons</li> </ul>

## HHIET COMMENTS AND RECOMMENDATIONS

All eight Resource Teachers successfully coordinated a workshop in their District during the 2009-2010 school year, making it the only deliverable with a 100% completion rate.

On occasion, only a pre-evaluation form was provided, or different pre/post forms were used which meant comparison was not possible. Therefore in some cases it was difficult to accurately determine if the participants' knowledge changed after attending the workshop. [In the future, if RTs are unsure of what forms are required for each training and event, they can contact HHIET with any questions.]

The list of suggestions for future topics should be useful when planning additional District Workshops and other Professional Development trainings. It is recommended that the RTs refer to this list at the start of the 2010-2011 SY to assist in selecting training topics.

## PILOT MODEL SCHOOLS

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### DELIVERABLE DESCRIPTION:

#### **2. Establish Minimum 8 Pilot Model School Health Programs by June 2010 (\$14,000):**

Establish a minimum of one pilot model health program in each district by June 2010, with 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 (as a collective).
- c. A program shall be established in at least one elementary, one middle, and one high school (as a collective).
- d. A minimum of 8 schools will have signed letters of agreement to participate in the Model School Health Programs (as a collective).
- e. Conduct baseline assessment (to be determined by DOE, DOH and HHIET).
- f. Have a completed work plan and logic model for implementation in SY 2010-2011.

The Pilot Model Schools (PMS) concept was created in partnership between the DOH and DOE at the end of the 2008-2009 SY. PMS are intended to be case studies where select schools agree to improve their PE, HE, and/or Nutrition Education (NE) programs enough to serve as a “model” in those content areas for rest of the state. For the 2009-2010 SY, each district RT was responsible for recruiting at least one school in their district to be a PMS.

Table 6 indicates the names of potential schools in each district, as well as schools that officially signed an agreement to be a PMS by the end of the school year. RTs completed quarterly reports to help describe school progress and status. The recruiting process was very time-consuming. It involved RTs arranging several meetings with principals, school committees, and HE/PE staff to discuss requirements and implementation. At the end of this school year, seven schools had signed agreements confirming their commitment to participate as a PMS (Jarrett Middle School, Red Hill Elementary School, Kalama Intermediate School, Waikeawaena Elementary School, Kaelakehe High School, Laie Elementary School, and Waimea High School). There were also three potential schools interested in becoming a PMS (Kainalu, Makaha, and Kauluwela Elementary schools).

Individual PMS Agreement forms were created for schools at the elementary, middle, and high school levels, and Agreements were modified for NE/PE/HE due to differing curriculum requirements. Appendix F provides an example of a PMS *Middle School* Agreement form (as well as a complete list of the PMS criteria). The Agreement form lists the school’s responsibilities and what the HHI RT and state staff members agree to assist with. For example, by volunteering to be a model school, the schools have agreed to receive 4-8 hours of professional development, to implement a common curriculum, to implement the Wellness Policy and Guidelines, and to allow HHIET to evaluate the PMS’s progress. RTs and state staff members have agreed to provide training and technical assistance, and to assist in the collection of appropriate data.

**Table 6: Overview of Pilot Schools, 2009-2010 School Year**

District	Pilot School	Content Area	Signed Agreement	School Contact	Quarterly Reports Submitted
<b>Honolulu</b>	Jarrett Middle School	PE	YES	Principal Donna Lum PE teacher Sue Erickson	None
<b>Central</b>	Red Hill Elementary School	PE	YES	Principal Mona Smoot PE teacher Camille Chong	1, 2, 4
<b>Leeward</b>	Makaha Elementary School	PE	No	Principal Lynn Okamura	1 - 4
<b>Windward</b>	Laie Elementary School	PE or NE	Yes	Principal Matthew Ho	1, 2, 4
	Kainalu Elementary School	PE/HE/NE	No	Principal Sheri Sunabe	1, 2, 4
<b>Maui</b>	Kalama Intermediate School	PE	YES	Principal John Costales PE teacher Leighton Nakamoto	1 - 4
<b>East Hawaii</b>	Waiakeawaena Elementary School	HE	YES	Principal Beverly McCall	2, 4
<b>West Hawaii</b>	Kealakehe High School	PE/HE/NE	YES	Principal Wilfred Murakami	None
<b>Kauai</b>	Waimea High School	PE/HE/NE	YES	Principal Nely Caberto PE teacher Ginny Hori	2, 3, 4

After signing an Agreement, schools and District RTs were asked to create a Logic Model and Action Plan to help guide the activities and goals for each PMS. Logic Models for each pilot school will be finalized at the start of the 2010-11 SY (see Appendix G for an example of a Logic Model from Laie Elementary School).

During the 3<sup>rd</sup> and 4<sup>th</sup> School Quarters, the Leeward RT attempted to recruit Makaha Elementary School to be a PMS. HHIET team members conducted an initial baseline assessment at the school in April 2010 of physical activity levels and use of recreation and leisure settings around the school. By the end of the school year, Makaha Elementary School had not yet signed an Agreement, and it appears unlikely that they will be ready to make this commitment for the 2010-2011 SY.

**Figure 1: HHIET Members Conducting Baseline Assessments at Potential Pilot Schools**



## COMMENTS, SUCCESSES/BARRIERS, AND RECOMMENDATIONS

The name Pilot Model Schools (PMS) will be changed to Model Schools 2013 as of August 2011 (MS2013). This is to signify that the schools are not immediately model schools, but will become so in 2013 after three years of participation.

Although the participating PMS represented all three school levels (elementary, middle, and high school), the majority of the schools and teachers were interested in being Pilot *PE* Schools. It should be emphasized that one of the specified requirements was to ensure that at least one PE, HE, and NE were represented across the group of model schools.

RTs were asked to write general comments about their progress with PMS and identify any successes/barriers/facilitators or major issues. As shown in Table 7, responses were grouped into two themes; “Barriers and Concerns” emerged as the most frequently discussed topic.

**Table 7: Successes/Barriers/Facilitators or Major Issues Identified (n=14)**

Barriers and Concerns (11)	
•	The Principal would not agree to be a model school unless the teachers want to do it. She will not mandate the teachers to do “another thing” at the school. Hence, in the beginning of the next school year, I will be able to do some kind of faculty presentation and or professional development workshop. I have to “campaign” to try and convince the teachers to value AND commit to teaching quality PE regularly...From there, the principal will ask the teachers whether or not they want to try to pilot being a PE model school.

- The biggest barrier is teachers find it difficult to teach weekly. Some do; some don't. Teachers feel overwhelmed by other demands such as HSA testing, test scores, and so making time for PE on a consistent, regular basis is difficult. Collecting baseline data of the average physical activity levels during PE was difficult because most didn't know exactly when they were going to teach PE.
- Another barrier and concern is the limited school days due to the furloughs. Asking teachers to teach PE on a weekly basis is asking for a lot because many are very hesitant to take time away from their other core content areas.
- Personally, I feel that \$1,000 is not enough to initially develop a model PE program at the elementary school level. The SPARK curriculum itself cost approximately \$1,000.
- One of the main concerns is the uncertainty if the Principal will be back next year. He has been very supportive of health, PE, and Nutrition curricula for all students.
- At least one teacher from 5 of the 6 grade levels, as well as a teacher from SPED, has been trained in usage of HEAP database and the HEAP Health and Reading integration. Will these trained teachers serve as mentors for their grade levels?
- No School-wide curriculum identified. The main vehicle here is integration. Will that be enough?
- Need adequate in-service time to ensure faculty buy-in and implementation.
- Most of the teachers are trying new activities and are being more open to new ideas [but] one of the PE teachers is more resistant and we'll need to work with him.
- They have a number of other things such as the Healthy Hawaii Schools Grant that they are accountable for. They are also one of the schools that are usually selected for the state health assessment. The concern is not to overload or overwhelm them with other work.
- It's been kind of difficult in managing all the different components of health, PE, and nutrition programs that will be implemented at the School this year. I have been working with UH, DOH, Snap Ed, and BYU-Hawaii on various programs that will enhance the overall wellness and fitness levels of all those that are associated with the School. This includes teachers, administrators, staff, students, parents, and community members.

#### Successes and Positive Feedback (3)

- The school has a very supporting principal. The principal has allowed [the PE teachers] to present at various conferences and has provided the support. He is open to new ideas and the school has been recognized for its innovative activities.
- They [two specific PE teachers] provide fitness based activities for students and have the equipment and supplies from grants and Coordinated School Health. They provide activities to schools within the complex and also though out the island, and state. Their fitness based activities are utilized not only during the PE classes but also before school, during lunch, and after school...The school has been recognized as at the forefront of the "New PE" in the media.
- Administration has been supportive and wants to purchase PE equipment and supplies that are compatible with the curriculum being taught in the PDE3 class. They are also considering rearranging the school schedule so that recess will be before lunch.

## HHIET COMMENTS AND RECOMMENDATIONS

Some questions and suggestions to consider for PMS:

- For those model schools that elected to focus on all three areas of HE/PE/NE, we recommend that these schools start by focusing on one content area at a time. The impact is likely to be more measurable and significant if time and resources are dedicated this way. While the enthusiasm of these schools should be recognized, introducing too many new ideas at once may not result in desired outcomes.
- Most schools have decided to focus on PE. At least one PMS should focus on NE, as PE, HE and NE are intended to be represented across the model schools.
- Collect pre-intervention curriculum and begin baseline assessment during the first quarter.

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

## DELIVERABLE DESCRIPTION:

### **3. Conduct a Minimum of 10 PDE3 Courses (\$8,010):**

The Professional Development Educate, Empower, and Excel (PDE3) program is the mechanism by which the DOE offers professional development workshops for credits toward teacher re-certification. Courses are offered during out-of-school time, and therefore there are tremendous cost savings (over conferences and workshops that occur during the normal school day) because substitute teacher costs are not necessary. PDE3 courses will provide in-depth professional development in curricula (Health Education, Nutrition Education, and/or Physical Education) for public school teachers. These courses will provide the groundwork for curriculum implementation in SY 2010-2011. Evaluation tools will be jointly created by DOE and HHIET.

Data collected from the PDE3 courses included pre-post evaluations, overall online evaluations, portfolios, reflection forms (optional), and sign-in sheets. These data were then used to assess usefulness of training, knowledge change, implementation of the training material, and attendance. All of the PDE3 courses were offered at the 300-level due to the student feedback component. In order to receive credit for completing PDE3 courses, participating teachers were required to submit learning portfolios and complete online evaluations. The learning portfolio consisted of lesson plans, assessment rubrics, student work and reflections. Those who did not submit a portfolio or did not complete the online summary evaluation received an incomplete for the course.

There were 14 PDE3 courses with approximately 150 participants. Pre- and post-evaluations were distributed to the participants at the start and completion 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.*

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

If participants indicated *Very confident* in all six task areas, the highest possible score would be 24. Tables 8-16 show the average scores for each PDE3 course, providing both the pre and post mean evaluation scores. In all PDE3 courses, the mean post-test score was higher than the pre-test score, indicating that skill level and knowledge increased after completing the course. [The green boxes indicate missing data. Ann Horiuchi (DOE) will be sending the remaining PDE3 evaluation forms.]

**Table 8: PDE3 Courses for *Honolulu District***

Honolulu: Comprehensive Physical Education						Pre-test	Mean (st.dev)	P-Value
Dates:	09/01/09 to 01/01/10			Content Area:	Physical Education	Post-test	Mean (st.dev)	
Grade Level:	K-8	# of Respondents:		Assisting RTs:	Denise Darval-Chang/Ann Horiuchi			

**Table 9: PDE3 Courses for *Central District***

Central: Health and Safety for Life						Pre-test	13.4 (4.9)	>.001*
Dates:	09/22/09 to 12/31/09			Content Area:	Health Education	Post-test	19.7 (3.5)	
Grade Level:	K-8	# of Respondents:	13	Assisting RTs:	Yvette Ikari/Ann Horiuchi			
Central: Get Up, Get Out and Get Moving!						Pre-test	14.2 (4.4)	>.001*
Dates:	01/12/10 to 05/25/10			Content Area:	Physical Education	Post-test	20.6 (2.6)	
Grade Level:	K-8	# of Respondents:	28	Assisting RTs:	Yvette Ikari/Ann Horiuchi			

**Table 10: PDE3 Courses for *Leeward District***

Leeward: Fitness-based Physical Education						Pre-test	14.5 (3.2)	>.001*
Dates:	09/23/09 to 12/30/09			Content Area:	Physical Education	Post-test	20.9 (2.8)	
Grade Level:	K-12	# of Respondents:	26	Assisting RTs:	Jan Combs/Ann Horiuchi			
Leeward: Comprehensive School-based Physical Education and Physical Activity						Pre-test	12.7 (3.9)	>.001*
Dates:	01/07/10 to 05/13/10			Content Area:	Physical Education	Post-test	20.9 (2.7)	
Grade Level:	K-8	# of Respondents:	19	Assisting RTs:	Jan Combs/Ann Horiuchi			

**Table 11: PDE3 Courses for *Windward District***

Windward: Get Your Student Up and Moving With SPARK and Fitness For Life Physical Education Curricula					Pre-test	14.5 (3.0)	>.001*
Dates:	02/22/10 to 05/31/10			Content Area:	Physical Education	21.1 (2.2)	
Grade Level:		# of Respondents:	17	Assisting RTs:	Curt Okimoto/Ann Horiuchi		

**Table 12: PDE3 Courses for *Maui District***

Maui: Developing My Personal Fitness Plan – Staying Fit for Life						Pre-test	17.5 (3.7)	.065
Dates:	09/29/09 to 12/29/09			Content Area:	Physical Education	Post-test	19.8 (3.5)	
Grade Level:		# of Respondents:	6	Assisting RTs:	Nathan Nanod/Ann Horiuchi			

**Table 13: PDE3 Courses for *East Hawaii District***

E. Hawaii: Navigating the Health Education Assessment Project Database and Health and Reading Integration Strategies						Pre-test	15.2 (2.6)	>.001*
Dates:	09/29/09 to 12/31/09			Content Area:	Health Education	Post-test	20.3 (2.3)	
Grade Level:	K-8	# of Respondents:	13	Assisting RTs:	Eileen Wagatsuma/Ann Horiuchi			
E. Hawaii: Navigating the Health Education Assessment Project Database and Health and Reading Integration Strategies						Pre-test	14.0 (1.41)	.156
Dates:	01/28/10 to 06/10/10			Content Area:	Health Education	Post-test	18.0 (0)	
Grade Level:	K-8	# of Respondents:	2	Assisting RTs:	Eileen Wagatsuma/Ann Horiuchi			

**Table 14: PDE3 Courses for *Kauai District***

Kauai: Healthy Living Choices						Pre-test	Mean (st. dev)	P-Value
Date:	01/26/10 to 06/01/10			Content Area:	Health Education	Post-test	Mean (st. dev)	
Grade Level:		# of Respondents:		Assisting RTs:	Nancy Graf/Ann Horiuchi			

**Table 15: PDE3 Courses for *State RTs***

State HERT: No Bullies Here! Creating and Keeping a Bully Free Environment						Pre-test	Mean (st. dev)	P-Value
Date:	09/08/09 to 01/01/10			Content Area:	Health Education	Post-test	Mean (st. dev)	
Grade Level:		# of Respondents:		Assisting RTs:	Cathy Kahooahanohano/Ann Horiuchi			
State PERT: Applying Cognitive Concepts to Skill Acquisition and Documenting Accomplishments in Physical Education						Pre-test	18.6 (2.6)	>.05*
Date:	02/02/10 to 06/08/10			Content Area:	Health Education	Post-test	20.6 (2.1)	
Grade Level:	K-12	# of Respondents:	11	Assisting RTs:	Charles Morgan/LisaHockenberger/ Ann Horiuchi			

**Table 16: *Additional PDE3 Courses***

Other: Using Sexual Abuse and Dating Violence Prevention for a Safer Personal and Positive Environment					Pre-test	Mean (st. dev)	P-Value
Date:	09/10/09 to 12/31/09		Content Area:	Other	Post-test	Mean (st. dev)	
Grade Level:		# of Respondents:	5	Assisting RTs:	Jennifer Mitchell/Ann Horiuchi		
Other: Using Sexual Abuse and Dating Violence Prevention for a Safer Personal and Positive Environment					Pre-test	15.2 (4.0)	>.001*
Date:	02/11/10 to 06/08/10		Content Area:	Other	Post-test	19.9 (1.9)	
Grade Level:		# of Respondents:	17	Assisting RTs:	Jennifer Mitchell/Ann Horiuchi		

**Figure 2: Leeward District PDE3: Comprehensive School-Based Physical Education & Physical Activity, January-May 2010**



Table 17 shows how teachers perceived the educational standards after completing their PDE3 course. This table summarizes the collective results from 13 out of the 14 PDE3 courses (based on all of the available results). Individual PDE3 course summaries are available from HHIET upon request. Of the 183 respondents who completed the online questionnaire, 75.9% felt that the course exceeded the standard (more than met, or met to a high degree), while 98.9% of respondents felt that the standards were met, more than met, or met to a high degree.

**Table 17: PDE3 Course Survey Results**

TOPICS and CRITERIA	DOES NOT meet the standard	PARTLY meets the standard	MEETS the standard	MORE than meets the standard	Meets the standard to a HIGH DEGREE
Focuses on the Hawaii Content and Performance Standards (HPCD)	0	2	46	48	87
Focuses on the School Standard Implementation Design (SID)	0	5	55	53	70
Focuses on Student Learning, Results-Oriented	0	1	39	58	85
Appropriate Content	0	3	33	57	90
On-going and Sustained	0	2	41	58	82
Active Engagement	0	1	34	52	96
Collegial	0	0	47	54	82
Job Embedded	1	3	44	61	74
Systemic Perspective	0	2	51	60	70
Client-Focuses and Adaptive	0	3	41	59	80
Incorporates Reflection	0	2	36	51	94
Requires Learning Portfolio From Each Participant	0	0	37	43	103
<b>TOTAL Responses (2196)</b>	<b>1</b>	<b>24</b>	<b>504</b>	<b>654</b>	<b>1,013</b>
<b>Percentage of TOTAL (100%)</b>	<b>0%</b>	<b>1.1%</b>	<b>23%</b>	<b>29.8%</b>	<b>46.1%</b>

## COMMENTS, SUCCESSES/BARRIERS, AND RECOMMENDATIONS

As shown in Table 18, a total of 102 reflection forms were received from six of the 14 PDE3 courses. Teacher reflections were grouped into five broad themes, with the most frequent theme being “Benefits.” Overall the PDE3 courses were well received and feedback was very positive. Of the 102 reflections, only 15 comments were related to concerns and/or barriers. Those who commented on Curriculum, Behaviors, or Academic Achievement generally made positive remarks about how they were better able to implement the standards, how their students were more focused and alert, and how student behavior improved in their classrooms. [See Appendix H for a complete list of qualitative comments and reflections about the PDE3 courses.]

**Table 18: Themes that Emerged from PDE3 Teacher Reflections (n = 102)**

PDE3 COURSE	NUMBER of REFLECTIONS	THEMES
1. <b>Get Up, Get Out and Get Moving!</b> (Central District)	27	Curriculum (13) Benefits (10) Concerns/Barriers (3)
2. <b>Health &amp; Safety for Life</b> (Central District)	10	Benefits (4) Curriculum (2) Concerns/Barriers (1)
3. <b>Comprehensive Physical Education</b> (Honolulu District)	13	Benefits (2) Concerns/Barriers (2) Curriculum (1)
4. <b>Fitness-based PE</b> (Leeward District)	23	Benefits (14) Curriculum (9) Concerns/Barriers (1)
5. <b>Comprehensive School-based PE&amp;PA</b> (Leeward District)	18	Behaviors (10) Academic Achievements (6) Benefits (4) Curriculum (4) Concerns/Barriers (1)
6. <b>Applying Cognitive Concepts to Skill Acquisition and Documenting Accomplishments in Physical Education</b> (State)	11	Benefits (8) Concerns/Barriers (7) Curriculum (3) Academic Achievements (1)
<b>TOTAL Reflections</b>	<b>102</b>	<b>Benefits (42)</b> <b>Curriculum (32)</b> <b>Concerns/Barriers (15)</b> <b>Behaviors (10)</b> <b>Academic Achievements (7)</b>

## PROFESSIONAL LEARNING COMMUNITIES (PLCs)

### DELIVERABLE DESCRIPTION:

#### 4. Conduct a Minimum of 16 District-Level PLCs (\$12,000):

Professional Learning Communities (PLC) 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.

RTs worked with teachers and school staff to create Professional Learning Communities (PLCs) throughout the school year. At the PLC meetings, teachers, administrators, staff and RTs worked in partnership to improve teaching techniques and student scholarship. The structure of PLCs was loosely defined by the HHI ES as occurring outside of school hours over a successive period of time. Some PLC meetings occurred on Furlough Fridays where students and parents participated as well.

Three Districts successfully met the requirement of this deliverable, which was for every district to form two PLCs. Maui, East Hawaii, and Kauai organized two PLC groups throughout the school year, while Honolulu, Central, Leeward, and Windward organized one PLC each. West Hawaii did not conduct any PLCs for the 2009-2010 school year.

Table 19 describes the PLC discussion topics, meeting dates, and the number of participants in each group. In total, 106 participants from various schools attended the PLC groups.

**Table 19: Overview of Professional Learning Communities, 2009-2010 School Year**

District	PLC Topic	Date Range		Participants	Assisting RTs
Honolulu	1. Promoting Healthy Living (joined with Central District)	9/7/09	12/04/09	30*	Yvette Ikari
Central	1. Wellness/Healthy Living (joined with Honolulu District)	9/6/09	12/04/09	30*	Denise Darval-Chang
Leeward	1. Integrating Curriculum/Best Practices in Health & PE	10/28/09	10/28/09	9	-
Windward	1. PE HCPS III Alignment Discussion	5/21/10	5/21/10	4	-
Maui	1. HEAP Health and Reading Committee	6/25/09	1/19/10	16	-
	2. HPE &Track/Performance Based Training	8/31/09	5/16/10	8	
E. Hawaii	1. School Wellness Committee	7/28/09	9/1/09	11	-
	2. Protocols and Schools Assist	9/21/09	11/9/09	10	Harold Mizuno
W. Hawaii	-	-	-	-	-
Kauai	1. Health&Physical Education/Niihau group	7/2/09	4/8/10	11	-
	2. Safe Routes to School	9/10/09	2/16/10	7**	Bev Brody/NPAC

\* This is the total combined participants for both the Honolulu and Central Districts who formed a joint PLC of Healthy Living. This total also includes parents, coaches and students.

\*\* Community members also attended the Kauai PLC meetings but were not included on the registration sign-in sheet.

## COMMENTS, SUCCESSES/BARRIERS, AND RECOMMENDATIONS

Resource Teachers were required to submit a brief report describing their PLC (attendees, dates and activities, and overall notes). Respondents were asked to write general notes and comments about the PLC (see Table 20) as well as to identify any successes/barriers/facilitators or major issues (see Table 21). Overall the PLCs were well received and the comments were very positive.

**Table 20: Overall Notes/Comments on PLC (n = 9)**

General Comments (9)
<ul style="list-style-type: none"> <li>• This Professional Learning community is growing as far as members. Each month we get a few more participating.</li> <li>• We meet on WebEx 1-2 times each month. I have been to most/all of the meetings and have shared as part of the PLC. The discussion although informal revolves around the topic of Health &amp; Physical Activity. One of the neatest things about this PLC is the focus on eating healthy and participating in physical activity. Members outside the DOE have mentioned how neat it is that we get together informally to participate in healthy eating and physical activity.</li> <li>• The committee discusses different books that have a health related theme that we try to complete for teachers to use in their curriculum. The HEAP Web-based Assessment System has a number of completed books that are resources for teachers.</li> <li>• When we go to Niihau to provide professional development, test, or do walkthroughs, we always include a time for PLC after school. The teachers and educational assistants use this time to bring up any questions or concerns about content and teaching strategies. We also discuss future plans for acquiring more student evidence and share the success and failures of specific lessons and understandings.</li> <li>• The teachers look forward to this time and are opening up more over the years and exhibit an increased level of understanding of HCPS III and using the 6-step implementation model.</li> <li>• Basically all the teachers agree that they want to do what they can to help fight 'Obesity' in our children and the minimal amount of physical activity that the DOE currently provides for the children of Kauai. This group is working on creating a safe walking/biking environment for the students who live up to 1 ½ miles from school.</li> <li>• The people listed are part of a professional learning community or several professional learning communities. I do not believe asking for their signature is appropriate. We work together as professionals in our various areas of expertise.</li> <li>• The group's motto is "The Experts are Among us". This is true and despite the fact that [...] facilitates the group the majority of the time, everyone contributes and is learning how they can assist the schools better. This gives those not previously trained insights and protocols they can use effectively.</li> <li>• Great start in helping members of this PLC plan and align benchmarks to curricula units. Participants also had a great discussion about collecting student evidence and creating appropriate student assessment rubrics.</li> </ul>

**Table 21: Successes/Barriers/Facilitators or Major Issues Identified (n=14)**

Successes (8)
<ul style="list-style-type: none"> <li>• It is interesting to hear what other states are doing and to be able to use their ideas in our state. The members come from a variety of backgrounds – we are all able to contribute from our varied experiences. Meeting face to face at the HEAP meetings have strengthened our commitments to HEAP.</li> <li>• I have been able to meet with the different members at the three HEAP meetings in Los Angeles, Denver, and Louisville. At these meetings, we do only discuss HEAP but we meet</li> </ul>

<p>on our free times to socialize. Their different ideas and successes have been an inspiration for us/Hawaii to implement. The other members from HEAP also discuss other issues on the web beyond the committee meeting times.</p> <ul style="list-style-type: none"> <li>• We all have volunteered our time and services for the students. We give up a lot of our time but the rewards are special – a parent and student that says, “Thank you!” is not something that is measured in monetary amounts.</li> <li>• Success is the growing community of participants, to include students-community members who coach.</li> <li>• Big SUCCESS is that Students exhibited much improvement in leading their parents in student directed conferences. They created hands-on activities for their parents to participate in thus exemplifying what they have learned in each subject area.</li> <li>• Mark Fenton provided school-wide and community Informational meetings across the Island over the course of the last week of October. Support for his efforts was garnered from the Mayor, Planning Commission and other school Principals. Those are the successes.</li> <li>• This group tries to religiously meet at least twice a month and has decided to dedicate 4 hours to this with the approval of the CAS and the SRSs. Creates more of a team concept and is utilizing the strengths model. We are developing tools that we can all use to help us get better at what we are trying to do.</li> <li>• Success is the growing community of participants, to include students-community members who coach.</li> </ul>
<p><b>Barriers (6)</b></p> <ul style="list-style-type: none"> <li>• Barriers include getting more principals on board with faculty support for “Safe Routes to School” initiative.</li> <li>• Sometimes it is not possible to block that time for my participation in this. Some of them have attended trainings that I have not been privy to so I need to “catch up” at times. I have not been able to attend them all.</li> <li>• The members are from various states across the United States. We have worked together on setting up a meeting time but because of the different time zones, not all are able to meet.</li> <li>• Biggest problem is that the students cannot go online. There is NO internet access on Niihau. The only time the teachers can work online is when they have professional development here on Kauai.</li> <li>• The furloughs this year have created a lot of issues on meeting and for teachers to implement lessons and activities.</li> <li>• One of the main barriers is getting everyone to buy into standards based benchmark alignment that includes quality student and teacher assessment.</li> </ul>

## HHIET COMMENTS AND RECOMMENDATIONS

In the previous school year (SY 08-09), there were 265 PLC participants compared to 106 individuals in the 2009-2010 SY. It is likely that the number of participants decreased this year as a result of adding PDE3 courses, district workshops, and PMS to the RTs list of deliverables. With PLCs occurring outside of school hours, and no credit being received for participation, this may have been a deterrent for teachers to form PLCs.

Although many RTs worked within a broader PLC definition, several RTs expressed this deliverable’s definition was limiting. Many RTs also regarded this deliverable as a low priority compared to their other deliverables and district obligations.

The following are some suggestions and questions pertaining to this deliverable:

- Broaden the definition and criteria of PLCs to incorporate meetings that are arranged using teleconferencing or web-conferencing to increase participation. An online alternative may improve PLC accessibility and appeal for both participants and RTs.
- PLC classes are meant to be a series of classes on the same topic. Is it possible to have an overarching theme with individual topics that change as needed, or is it necessary that the PLC topic remain the same for every meeting?
- Should individual Districts be allowed to combine and organize PLCs together?
- Due to the workload of all of the deliverables, would it be worthwhile to change this deliverable from two to one PLC per year (for each RT)?

# ONLINE RESOURCE FOR HEALTH AND PHYSICAL EDUCATION

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## DELIVERABLE DESCRIPTION:

### **5. Create an online resource for Health and Physical Education information (\$5,000):**

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.

The website Healthy Keiki Healthy Hawaii: Health Education and Physical Education was developed by Julianne Nakano, the State's HIV/STD RT, in 2009 (last updated July 28, 2009) and is accessible at the following URL: <http://www.bkrdco.com/hpe>.

At the beginning of the school year, a web and media committee was created among the RTs. This committee was tasked with developing and maintaining the online resource. Julianne Nakano began working with an independent website designer on the Mainland, and this led to additional delays with the project. As a result, little progress was made towards the online resource and no quarterly reports were submitted to HHIET. In the fourth quarter, one district RT submitted a brief report noting that he had shared a good online resource with other RTs ([www.peuniverse.com](http://www.peuniverse.com); an online site where teachers can post videos of PE lessons).

In addition to submitting materials for the website, RTs were also responsible for developing a post-only survey for website users for distribution at the end of each semester. This survey would determine the usage and helpfulness of the online resource; however, the survey was not created by the end of the school year because the website was incomplete.

## HHIET COMMENTS AND RECOMMENDATIONS

No individuals or committee members have taken ownership of the website, therefore its development and usage appears to have stalled or been postponed. With fewer RT meetings (every quarter compared to monthly in previous years) and a new list of activities, attention was diverted from this deliverable while the group adjusted to the changes. Unlike the other deliverables, the online resource is the least familiar activity among the group. However, if this online resource is to remain a required deliverable, management should become more structured and organized.

The following are recommendations and questions from HHIET pertaining to this deliverable.

- It seems reasonable to request that RTs increase their contributions to this deliverable. As part of their new list of deliverables, State RTs will be required to submit content material in

their respective areas on a monthly basis. Establishing a specific number of monthly resources (1-3, 5, 10, etc.) may also be useful for District RTs to ensure regular updates.

- Within the first quarter of the 2010-2011 school year, the RTs should decide who will actively serve on this committee, who will lead the website administration, and how and when the materials will be collected.
- RTs who take on a substantially larger role with this deliverable should be compensated for their additional time commitment by reducing their responsibility in another area. For example, if one or two RTs commit to developing this online resource, maybe they should be exempt from completing a PLC in their district.

## LENDING LIBRARIES

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### DELIVERABLE DESCRIPTION:

**6. Expansion of State and District Health Education and Physical Education Lending Libraries (\$16,000):** The expansion shall include purchased instructional resources that support DOE's Hawaii Content and Performance Standards III (Eight lending library expansion).

RTs were responsible for compiling an Inventory List of materials, resources, and equipment available for use in their District. Six out of the eight District RTs submitted an inventory list and kept an annual log of equipment and items that were used by H/PE teachers. Table 22 shows the number of schools that utilized the Lending Library materials and resources over the course of the school year. The *Number of Schools Reached* was indicated by the unique number of teachers that checked-out items for their particular school. The RTs shared resources with more than 115 schools across the state. The *Number of Sign-Out Entries Per Year* is also provided in Table 22. There were 251 individual sign-out entries, which indicated that several of the same schools borrowed items at more than one time throughout the year.

HHIET organized the HE/PE resources according to District and categorized them into four main groups (PE, HE, Technology, and Miscellaneous resources; see Table 23). All of the categories have been divided into sub-headings of *curriculum* and *equipment* to help distinguish between the types of items being used. A total of 6,640 resources were reported in all District Inventories combined (Table 23). Resources were tallied individually so that 10 basketballs would be counted as 10 PE equipment items and not 1 overall equipment item of basketballs.

**PE Curriculum** resources included books and training materials that were related to physical activity, fitness, and sports. **PE Equipment** included a wide range of items such as trikkies, geo mats, basketballs, cones, and hula hoops. The category of PE Resources as a whole comprised the largest source of overall resources with 59% (3,918) of the total inventory.

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

The category of **Technology Curriculum** referred to technology related materials that assisted in the instruction of HE and PE (e.g. CDs, DVDs, guidebooks, fitnessgram software). Items in the **Technology Equipment** category generally consisted of heart rate monitors, Wii, and pedometers.

The **Miscellaneous Resources** category referred to various items unrelated to Technology, PE, or HE (e.g. batteries, and books focusing on general education rather than H/PE).

**Table 22: Schools Utilizing Lending Library Materials**

	Leeward	Honolulu	Central	Kauai	E.Hawaii	Maui	W.Hawaii	Windward	TOTAL
<b>Number of Schools Reached*</b>	17	29	27	7	9	10	N/A	16	<b>115</b>
<b>Number of Sign-Out Entries</b>	50	70	55	14	13	15	N/A	34	<b>251</b>

\*The number of schools reached is unique.

**Table 23: HE/PE Inventory of Library Resources and Materials for 2009-2010**

<b>Resources</b>	Leeward	Honolulu	Central	Kauai	E.Hawaii	Maui	W.Hawaii	Windward	TOTAL
PE Curriculum	0	39	23	119	79	84	-	-	225
PE Equipment	700	0	2,695	528	0	298	-	-	3,693
<b>1. TOTAL for PE Resources</b>	<b>700</b>	<b>39</b>	<b>2,718</b>	<b>647</b>	<b>79</b>	<b>382</b>	<b>-</b>	<b>-</b>	<b>3,918</b>
HE Curriculum	0	188	7	29	78	475	-	-	748
HE Equipment	0	4	0	4	0	0	-	-	4
<b>2. TOTAL for HE Resources</b>	<b>0</b>	<b>192</b>	<b>7</b>	<b>33</b>	<b>78</b>	<b>475</b>	<b>-</b>	<b>-</b>	<b>752</b>
Technology Curriculum	4	12	525	6	15	93	-	-	649
Technology Equipment	475	24	42	0	0	0	-	-	541
<b>3. TOTAL for Technology Resources</b>	<b>479</b>	<b>36</b>	<b>567</b>	<b>6</b>	<b>15</b>	<b>93</b>	<b>-</b>	<b>-</b>	<b>1,190</b>
<b>4. TOTAL for Miscellaneous Resources</b>	<b>0</b>	<b>3</b>	<b>25</b>	<b>0</b>	<b>45</b>	<b>21</b>	<b>-</b>	<b>-</b>	<b>94</b>
<b>GRAND TOTAL of Resources</b>	<b>1,179</b>	<b>270</b>	<b>3,317</b>	<b>686</b>	<b>217</b>	<b>971</b>	<b>N/A</b>	<b>N/A</b>	<b>6,640</b>

Table 24 summarizes the usage of the resource library during the 2009-2010 school year. In almost every district, PE materials were shared more frequently than HE or Technology materials with a total of 3,312 PE items being used throughout the school year. When including all PE, HE, and Technology resources, a total of 4,859 materials were actively utilized by all of the schools.

Table 24: Check-in/Check-out Log of Library Resources and Materials

RESOURCES	Leeward	Honolulu	Central	Kauai	E.Hawaii	Maui	W.Hawaii	Windward	TOTAL
PE Curriculum	76	27	14	-	10	3	-	5	135
PE Equipment	546	926	1445	-	1	88	-	171	3,177
1. TOTAL for PE Resources	<b>622</b>	<b>953</b>	<b>1,459</b>	<b>-</b>	<b>11</b>	<b>91</b>	<b>-</b>	<b>176</b>	<b>3,312</b>
HE Curriculum	67	125	12	-	11	3	-	5	223
HE Equipment	0	5	0	-	0	0	-	0	5
2. TOTAL for HE Resources	<b>67</b>	<b>130</b>	<b>12</b>	<b>-</b>	<b>11</b>	<b>3</b>	<b>-</b>	<b>5</b>	<b>228</b>
Technology Curriculum	27	44	521	-	38	91	-	3	724
Technology Equipment	236	103	120	-	0	0	-	72	531
3. TOTAL for Technology Resources	<b>263</b>	<b>147</b>	<b>641</b>	<b>-</b>	<b>38</b>	<b>91</b>	<b>-</b>	<b>75</b>	<b>1,255</b>
4. TOTAL Miscellaneous Resources	<b>64</b>	<b>0</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>64</b>
<b>GRAND TOTAL of Resources</b>	<b>1,016</b>	<b>1,230</b>	<b>2,112</b>	<b>N/A</b>	<b>60</b>	<b>185</b>	<b>N/A</b>	<b>256</b>	<b>4,859</b>

Figure 3: Pedometers used for a PDE3 course (Technology Resources for Leeward District)



## COMMENTS, SUCCESSES/BARRIERS, AND RECOMMENDATIONS

Resource Teachers were provided space to describe successes, concerns, barriers or major issues identified associated with the Lending Libraries. Their comments are displayed in Table 26 and are divided into two themes of Concerns/Barriers and Successes. Although many of the comments were positive and RTs felt that the materials were being utilized, several RTs also described the difficulty of transporting equipment to and from schools.

**Table 26: Successes, Concerns, Barriers or Major Issues Identified (n = 11)**

Successes (7)	
<ul style="list-style-type: none"> <li>• Success includes the number of teachers that have received training that are utilizing the above resources which shows growth in changing the curriculums to include “new PE” which students enjoy, focus on fitness, everyone being successful...</li> <li>• Success is with the PEP grant schools in that all elementary schools have PTT’s in place for both Health &amp; Physical Education. All grade levels K-12 have received many resources for both contents that they would not have had if it were not for the PEP grant.</li> <li>• Teachers appreciate the wealth of resources in allowing a variety of PE and Health lesson options. As you can see from the above that the resources are heavily used and will continue to be taken advantage of for many years to come.</li> <li>• One of the most important things to note is that trainings were conducted by the trainer of the resource or the mainland trainer, and often times more than one training was given and offered to teachers Oahu wide.</li> <li>• The resources Honolulu District has been able to secure from the Healthy Hawaii Initiative funding as well as the PEP grant has been beneficial to the teachers in the district and beyond the district.</li> <li>• Sustainability of continuing with Health &amp; Physical Education after the grant looks good. Many of the resources received will continue to be used for many years to come. Teachers in all the ... complex schools have received training in both Health &amp; PE.</li> <li>• Most schools are utilizing the resources loaned.</li> <li>• PDE3 and trainings on the island have made teachers aware of the lending library.</li> </ul>	
Concerns/Barriers (4)	
<ul style="list-style-type: none"> <li>• For me personally the barrier concerns whatever is the amount of time required for delivering and picking up the resources as well as the accountability of all the resources.</li> <li>• As bulky resources are the most popular, transporting is a major issue. The ideal would be to set up schools that utilize the bulky resources with their own sets. Examples include Trikkies, Geo Motion Mats, DDR, Indo-Boards, Waveboards, and Tanita Scales.</li> <li>• Transporting equipment is difficult because I have to borrow a van or truck from family members. Repair and maintenance of the Trikkies and heart rate monitors is expensive!</li> <li>• I probable more than likely missed some documentation, but will try and find a new and improved way of keeping track of resources and in the future require a summary of some sort on the benefits students derived from the resources.</li> <li>• Tri island district – sharing some of the larger items such as Indo boards, Trikkies, and GEO mats would not be possible (with Lanai and Molokai)</li> </ul>	
General Issues Identified (4)	
<ul style="list-style-type: none"> <li>• Indo boards are well used and getting to the point of needing some repair – may consider purchasing a second set.</li> <li>• Trikkies – need to purchase new tires from use.</li> <li>• Waveboards – need time to repair the tires.</li> <li>• YMCA has the PEP grant – servicing 4 elementary schools/4 new schools each year of the 3 year grant. They are providing equipment and students are receiving some Physical Education although it is not on a daily basis.</li> </ul>	

## HHIET COMMENTS AND RECOMMENDATIONS

During the 2009-2010 SY, 115 schools and teachers were active participants in borrowing H/PE resources from District RTs (see Table 25). The overall number of inventory resources reported across all districts was 6,640 items. A total of 4,859 resources were borrowed by various teachers and schools as recorded on the district check-in/check-out logs.

**Table 25: Summary of Lending Library Usage**

Resource Usage Across All Districts			
School Year	Number of Schools Reached	Number of Resources in Inventory	Number of Resources Utilized
2009-2010	115	6,640	4,859

It seems likely that the number of resources utilized was actually underestimated while this new tracking method was established. For example, even though the overall inventory list should be a large comprehensive list of every relevant resource, sometimes materials that were listed on the sign-out sheet, were not found on the inventory list. In theory, every item mentioned on the sign-out log, should have been included on the inventory list. Furthermore, a comparison across districts shows what appears to be inconsistent reporting. For example, Leeward District reported zero Health Education Curriculum/Equipment resources. If this is truly the case, should they purchase some new equipment/resources? Additionally, Honolulu District has reported no PE equipment resources on their inventory, while Central District had 2,695 PE equipment items. Did Honolulu and Central Districts share resources?

Although both an inventory list and a check-in/check-out log were developed and agreed upon by HHIET and the RTs, there seems to have been some difficulty in maintaining both. To improve the tracking system for the 2010-2011 SY, it may be helpful to discuss with the RTs what worked/did not work with the lending library, or it may simply indicate that the RTs need more time to adjust to tracking resources and equipment.

One recommendation is for RTs to consider distributing a list of their inventory to HE/PE teachers at the start of the school year. It may be useful for teachers to know what materials are available for their use. It may also be useful to discuss whether an improved method of tracking inventory is needed.

## IN-KIND STATEWIDE CONFERENCE

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### DELIVERABLE DESCRIPTION:

**7. 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.

The theme during this year's National PE and Sport Week was "*Move Every Body, Every Day, Every Way*" (May 1-7, 2010). Teachers and students around the country participated in physical activity and fitness-related activities; and in Hawaii, the week was concluded on Friday May 7<sup>th</sup> with a State Health, Physical Education, Recreation and Health Conference. The day-long event was hosted by the Hawaii Association for Health, Physical Education, Recreation, and Dance (HAHPERD) at the Stan Sheriff Center at the University of Hawaii-Manoa. The Keynote Speaker was Hans van der Mars, PhD. from Arizona State University who talked about creating school environments that promote and value physical activity and good health for all youth.

The overall role of the RTs for the conference was to provide in-kind assistance. There were no specific requirements but this took the form of inviting colleagues to attend the event, helping to plan and organize activities before and during the conference itself, and delivering presentations. Several of the District RTs and DOH HHI staff made presentations throughout the day. Those presentations are listed below.

1. Explore the Fitness Benefits of "Full Body" Resistance Band Training  
- **Curt Okimoto** & Alvin Mariteragi
2. Round Table Talk Shop  
- Waynette Mitchell, Kehau Lau & **Denise Darval-Chang**
3. Effective Management & Disciple: Maximize Learning & Enjoy Your Career  
- Dr. Chuck Morgan & **Jan Combs**
4. Recess Before Lunch: A No Cost System Change that Improves Students' Behavior, Nutrition Intake, and Classroom Performance  
- **Jennifer Ryan & Cathy Tanaka from DOH**

To help complete this deliverable, HAHPERD elected to be responsible for evaluating the conference. 147 Participants registered for this event along with 26 presenters. Of the 100 participants who completed evaluation forms, 80% worked in schools, 19% were from the field of recreation, and 1% of the respondents were unidentified (refer to Table 27). The majority of the participants (41%) were teachers or staff members from public schools, of which the largest group was comprised of K-6 Teachers.

**Table 27: Demographics of the 2010 Conference Participants**

Area of Work		Participants
Public School	K-12	3
	K-6	19
	6-8	9
	7-12	10
<b>Public School Total</b>		<b>41</b>
Private School	K-12	6
	K-6	9
	K-8	11
	6-8	3
	9-12	5
<b>Private School Total</b>		<b>34</b>
<b>Charter School Total</b>		<b>5</b>
<b>Recreation Total</b>		<b>19</b>
<b>Unidentified Total</b>		<b>1</b>
<b>TOTAL RESPONSES</b>		<b>100</b>

Overall, the State Conference was well received. On a 5-point scale, the majority of respondents indicated that the content, organization, and quality of the conference was *Good or Excellent* (See Table 28).

**Table 28: General Conference Comments (n=100)**  
**5 = Excellent; 4 = Good; 3 = Fair; 2 = Poor; 1 = Very Poor**

	Mean	SD
Rate the overall <i>content</i> of the presentations (new ideas, materials, strategies)	4.58	0.54
Rate the overall <i>organization</i> of the conference	4.57	0.67
Rate the overall <i>quality</i> of the conference	4.57	0.61

## HHIET COMMENTS AND RECOMMENDATIONS

The State and District RTs will again be partnering with HAHPERD to organize the next annual State Conference in May 2011.

## ADDITIONAL PROFESSIONAL DEVELOPMENT

In addition to PLCs, PDE3s, and District Workshops, RTs were asked to submit attendance sign-in sheets for additional professional development trainings that they conducted. These additional training events included one-on-one meetings, in-services, department head trainings, workshops, etc. The professional development training events were not part of the RTs seven deliverables and therefore no quotas were set. However, as part of the RTs on-going commitment to providing H/PE professional development and technical assistance to their district, most of the RTs offered many trainings in addition to their deliverables. These professional development opportunities have been a core activity for the HHI Schools initiative for the past eight years and foster the relationship between the teachers, schools and RTs. It was important to keep track of these events not only to show the dedication and time commitment made by the RTs, but also because teachers who participated in these trainings will be included in the Healthy Schools Database and Participant Reach Reports.

Appendix I provides a comprehensive list of professional development events offered by District RTs in the 2009-2010 SY. Tables 29 and 30 summarize the type and number of training events by district. Overall, there were 226 additional professional development training events that reached approximately 1,003 participants. One-on-one training events were the most frequent ( $n = 184$ ), and PE training events were conducted more often than HE or HPE events (see Table 30).

**Table 29: Type of Professional Development Training Events by District**

District	One-on-One Trainings			Other Training Events*			TOTAL per district
	HE	PE	HPE	HE	PE	HPE	
Honolulu	0	8	0	0	4	6	18
Windward	0	0	0	0	3	6	9
Leeward	0	15	3	0	1	2	21
Kauai	2	43	9	1	0	5	60
Maui	8	39	1	0	0	0	48
East Hawaii	9	9	5	1	3	1	28
West Hawaii	0	0	0	0	1	0	1
Central	2	27	4	1	2	5	41
<b>Sub-Total</b>	<b>21</b>	<b>141</b>	<b>22</b>	<b>3</b>	<b>14</b>	<b>25</b>	<b>226</b>
<b>TOTAL</b>	<b>184</b>			<b>42</b>			<b>226</b>

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

**Table 30: Number of Professional Development Training Events**

Types of Training	# of Events
PE	155
HE	24
HPE	47
<b>TOTAL</b>	<b>226</b>

Table 31 provides a summary of the professional development events divided into training level categories. On occasion, events were listed on sign-in sheets as Overview/101, or 101/201, indicating criteria from two training levels. If the training level was not indicated by the RT on any

documents, HHIET consulted the syllabus or course description in attempt of determining the appropriate training level.

**Table 31: Professional Development by Training Level**

District	Training Level					TOTAL Participants
	Overview	101	201	301	Overview/101* 101/201**	
Honolulu	2	7	7	0	2**	274
Windward	1	7	0	0	1**	286
Leeward	1	7	11	1	1*	68
Kauai	1	59	0	0	0	83
Maui	0	48	0	0	0	48
East Hawaii	0	19	8	1	0	101
West Hawaii	0	1	0	0	0	2
Central	5	32	4	0	0	141
<b>Sub-Total</b>	<b>10</b>	<b>180</b>	<b>30</b>	<b>2</b>	<b>4</b>	<b>1003</b>
<b>TOTAL</b>	<b>226 events</b>					<b>1003</b>

## HHIET COMMENTS AND RECOMMENDATIONS

HHIET recommends that additional professional development be continued in the upcoming year as there appeared to be a lot of interest and need for conducting these events.

Additional suggestions to consider:

- In order to prevent the HHI Evaluation Team from inaccurately guessing or assuming training levels, RTs should be encouraged to completely fill out the sign-in sheet to ensure that the training level is included.
- There were 184 *one-on-one trainings* compared to 42 *group events*. Would it be helpful to combine some of the one-on-one trainings into group training sessions?
- 190 out of 226 training events were conducted at either the Overview or 101 level. Although the number of completed training events is a success, trainings over the years have consistently remained at an overview and 101 level. A discussion should be held with the RTs to determine reasons or barriers towards training at higher levels. HHIET recommends that the number of 201 and 301 courses be increased over the next school year.

## DISTRICT EXPENDITURES

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Although not listed as one of the seven deliverables, Resource Teachers were asked to provide an expense report at the end of each semester. Table 32 shows the amount of funding that was intended for allocation to each District as well as the actual amount of funding that was spent. It is worth noting that *all* Districts exceeded the total budget that they were allocated.

**Table 32: Proposed Budget and Actual Expenditures 2009-2010 SY**

District	Proposed Budget	Actual Expenditures
Honolulu	11,190	16,285
Central	10,440	13,826
Leeward	10,440	13,301
Windward	10,440	14,000
East Hawaii	12,440	16,919
West Hawaii	12,440	N/A
Maui	12,440	12,288
Kauai	11,690	16,861
<b>TOTAL</b>	<b>\$91,520</b>	<b>\$103,480</b>

Table 33 displays the annual expenditures categorized by district and type of expense (refer to Appendix J for separate semester 1 and 2 expense reports). The *Supplies* and *Equipment categories* (including *B/C/T Funds*) comprised the highest expenditures totaling 54% of the statewide expenditures. The lowest expenditures consisted of *Workshops*, *Computer Hardware*, and *PDE3 Courses*, while no expenses were incurred for *Substitute Teachers*, *Professional Learning Communities*, or *Online Resources* in either Semester 1 or Semester 2.

**Table 33: 2009 – 2010 Year End (Semester 1 &2) District Expenditures**

Expense Type	Kauai	East	West	Windward	Leeward	Central	Honolulu	Maui	Statewide Total	%
		Hawaii	Hawaii							
Travel	4,460	1,440	N/A	1,806	336	3,031	992	1,452	13,517	13.1
Supplies	--	3,691	N/A	3,593	10,094	5,899	1,522	236	25,035	24.2
Equipment	--	5,720	N/A	5,015	149	4,896	13,611	450	29,841	28.8
Computer Hardware	--	--	N/A	142	--	--	--	--	142	0.1
Substitute Teachers	--	--	N/A	--	--	--	--	--	0	-
PLC	--	--	N/A	--	--	--	--	--	0	-
Online Resource	--	--	N/A	--	--	--	--	--	0	-
B/C/T Funds*	871	78	N/A	--	340	--	-	--	1,289	1.3
PDE3	395	37	N/A	1,000	178	--	--	--	1,610	1.5
District Workshops	--	3,949	N/A	--	--	--	--	--	3,949	3.8
HPE Lending Libraries	9,411	160	N/A	--	1,137	--	--	10,150	20,858	20.2
Pilot Model Schools	1,457	1,610	N/A	2,444	1,067	--	--	--	6,578	6.4
Other	267	234	N/A	--	--	--	160	--	661	0.6
<b>Total</b>	<b>16,861</b>	<b>16,919</b>	<b>N/A</b>	<b>14,058</b>	<b>13,301</b>	<b>13,826</b>	<b>16,285</b>	<b>12,288</b>	<b>103,480</b>	<b>100%</b>

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

# CONCLUSIONS

## SUMMARY OF DELIVERABLES

Of the seven RT deliverables in the 2009-2010 SY, conducting a District Workshop was the only deliverable that was fully completed by all eight Resource Teachers (refer to Table 35 for an overview of completed deliverables). If West Hawaii is not considered in the count, other deliverables with very high levels of completion were PDE3 courses, Expense Reports, Lending Libraries, Pilot Model School Agreements and involvement in the State HAHPERD Conference. Seven RTs each completed one PLC, but only the three districts of Maui, Kauai, and East Hawaii completed a second PLC. These three districts also had the highest rates of completion for all seven deliverables.

**Table 35: Completed Deliverables by District**

Deliverable	Honolulu	Central	Leeward	Windward	Maui	Kauai	East Hawaii	West Hawaii	# of Districts that Completed Each Deliverable
1. District Workshop	√	√	√	√	√	√	√	√	8
2. Pilot Model School Agreement Signed	√	√		√	√	√	√	√	7
3. PDE3 Course	√	√	√	√	√	√	√		7
4. PLC 1	√	√	√	√	√	√	√		7
PLC 2					√	√	√		3
5. Lending Library Inventory	√	√	√		√	√	√		6
Lending Library Log	√	√	√	√	√		√		6
6. In-Kind State Conference	√	√	√	√	√	√	√		7
7. Online Resource									0 (N/A)
*Expense Report 1	√	√	√	√	√	√	√		7
*Expense Report 2	√	√	√	√	√	√	√		7

\* Although Expense Reports were not set deliverable tasks, expenditures were requested from RTs every semester.

The seven District RT deliverables will remain the same for the next school year, although there will be several minor changes.

- District Workshops and Lending Libraries Inventories have been reduced from 8 to 7 (one per RT) as a result of having no Resource Teacher in West Hawaii.
- Professional Learning Communities have been reduced from 16 to 9, with RTs now being required to complete one PLC instead of two.
- Pilot Model Schools will have more depth and focus this year as implementation of the model schools begin. The name has also been changed from Pilot Model Schools to Model Schools 2013 to indicate that the schools will not become a model school until three years of participation in the program. Additional requirements may be established as the need arises.
- Development of the Online Resource tool will hopefully progress forward and this may include specific new requirements for RTs such as submitting a set number of resources for the website.
- Deliverable funding has increased for the 2010-2011 SY. Several adjustments have been made to the budget allocation for each deliverable, with the largest changes being increases in funding to the Pilot Model Schools and District Workshops.

## **OVERALL SUCCESSES AND AREAS FOR IMPROVEMENT**

1. It should be viewed as a success that seven new deliverables were established for the 2009-2010 SY, and to a large extent, most of these deliverables were successfully completed by the RTs. As a whole, all of these deliverables were instrumental in shaping the goals and activities for RTs over the course of the school year.

2. Organizing the pilot model schools required a large time commitment from the RTs and seemed to pose the most challenge for RTs. Many efforts were made to develop criteria, identify schools, and forge relationships with the principals to participate in this program. At the end of this SY, all but one District (Leeward) signed an agreement to be a pilot model school. The Leeward District RT put in a lot of effort to convince the principal to sign on and participate, however in the end, the principal decided not to do so.

3. PDE3 trainings, another new deliverable, can also be regarded as a success. These courses are the only professional development trainings that require proof of successful implementation shown through student work. All District RTs (except West Hawaii), and both State RTs successfully conducted at least one PDE3 course.

4. The number of completed trainings and workshops should also be recognized as a success. It is anticipated that providing further education and professional development will help contribute to improving curriculum techniques, which is expected to lead to improvements in students' knowledge and behavior in the future. Here are some of the specific RT achievements.

- 8 District Workshops, 119 Participants
- 14 PDE3s, 183 Participants, 102 Reflection Forms
- 10 PLCs, 106 Participants
- 226 Additional Professional Development Events, 1,003 Participants
- 115 Schools Reached for Lending Library Resources

5. There was very little RT involvement in West Hawaii during the 2009-10 SY. It has been decided that there will be no West Hawaii RT for the 2010-2011 SY. RT Merry Nevares will assist with the PMS in West Hawaii, and State RTs will address some of the District needs in West Hawaii.

6. Each RT brings different strengths to the group. Some have greater expertise in PE than HE, and vice versa. Others have a better understanding of technology, pilot schools, or in-service training. Requiring each RT to have the exact same deliverables may not play to the group's strength. Especially since the skills needed to successfully deliver these activities require various skill sets, the group should discuss whether their current strategy will yield optimal impact.

## SUMMARY OF HHIET RECOMMENDATIONS

The following is a list of recommendations made by HHIET for the HHI Schools team (DOH, DOE, and RTs) to take into consideration for the upcoming 2010-2011 School Year.

**1. Ensure completion of documentation and paperwork:** In order to accurately evaluate the progress, success, and potential outcomes of various training events and deliverables, RTs need to ensure that all requested paperwork is submitted on time. RTs need to distribute pre/post evaluation forms to every extent possible, and make sure that all collected documents are fully completed (e.g. include training level, teachers' grade level, position, school name, etc.).

**2. Model schools should concentrate on one content area:** Participating model schools should be encouraged to initially focus on only one curriculum content area rather than a combination of HE, PE, and NE. The impact is likely to be more measurable and significant if time and resources are used in this manner.

**3. Confirm baseline assessment measures for model schools:** Early in the first quarter, HHIET, DOH, and the DOE ES need to finalize what information will be collected for baseline data in order to guide the process of creating model schools.

**4. Continue to request professional development reflection forms:** 102 PDE3 reflection forms were returned this year, which is a large increase over the amount of reflection forms received in the previous year. A limited number of District Workshop reflections were submitted. RTs should continue to follow-up with workshop participants and regularly collect these forms throughout the school year.

**5. Consider having reflection forms available online:** It is recommended that RTs discuss the option of offering reflection forms online. The response rate is likely to increase if an online version is available (e.g. survey monkey).

**6. Determine who will be responsible for maintaining the Healthy Keiki Healthy Hawaii website:** A decision needs to be made regarding who will be responsible for coordinating and uploading content onto the website. If individual RTs decide to organize the online resource, then to compensate for their additional time commitment, one suggestion is to decrease their responsibilities in another area (e.g. they could be exempt from completing a PLC in their district).

**7. Increase involvement and contributions to the online resource tool:** RTs should contribute more resources to the website so that the content can be uploaded and the usage of the website can be tracked. RTs should be responsible for contributing a set number of resources each quarter or semester (5, 10 etc.). This website could become an invaluable resource to teachers teaching HE, PE and NE in the state.

**8. Support professional learning communities:** RTs should continue to provide technical assistance to PLCs and facilitate collaboration across schools. They should work on developing strong relationships and expanding PLC participation to schools and districts not yet participating.

**9. Continue to foster strong collaborations:** RTs should continue to develop strong collaborations this school year. RTs should continue seeking partnerships with community organizations and collaborate with other DOE staff.

**10. Support professional development:** A total of 226 group and one-on-one training events were provided by district RTs. Kauai and Maui conducted the largest amount of professional development training events (60 and 48 respectively). Professional development events should continue to be coordinated in all Districts, with RTs trying to recruit new schools to participate while maintaining partnerships with former participants and schools.

**11. Train at higher training levels:** A total of 190 out of 226 professional development trainings were offered at the 101 level. RTs should continue to provide 101 level trainings to teachers in need. However, teachers and schools who are ready for instruction at higher training levels (such as 201 and 301) should be identified and trained.

**12. Increase trainings in areas of health and nutrition education:** 155 PE training events were conducted over the 2009-2010 SY. A total of 24 HE events and 47 HPE events were also conducted. It is recommended that RTs continue to provide a range of instruction and training for teachers in the areas of HE, NE, and HPE.

**13. Continue to increase resource library usage:** RTs shared resources with more than 115 schools across the state this semester. In almost every district, PE materials were shared more frequently than Health or Technology materials. RTs should continue to share resources and provide technical support to schools. RTs should also make sure they ask teachers in their district for specific requests for resources and equipment.

**14. Improve tracking methods for resource library:** It is recommended that RTs re-count their inventories at the start of the year due to the inconsistency of inventory lists and usage logs. RTs should discuss and share the best method for tracking resources. RTs should also provide schools in their district with an updated version of their inventory, thereby allowing teachers and schools to know what equipment is available to borrow. Several RTs commented on the difficulty in transporting some of the larger PE equipment items. District and State RTs should discuss if there is a solution to make this process easier.

**15. Address teacher requests:** Teachers have requested lesson and activity ideas, various equipment, professional development opportunities, classroom assistance and assessment aid. Teachers took the time to write comments, suggestions, and reflections about district workshops and PDE3s. The summary of these comments listed in this report should be reviewed by RTs to help address any recommendations and feedback made by teachers.

**16. Support goals:** RTs reported a variety of goals and interests such as increasing the number of trainings and participants, supporting teachers and departments, working on curriculum, and using various technologies.

**17. Address barriers to the implementation of standards:** Some barriers to implementing the standards include lack of support and funding, issues with trainings (e.g. inability to attend or trainings only being on Oahu), and lack of qualified HPE teachers.

**18. Celebrate successes and achievements:** It is important to celebrate and acknowledge RTs' achievements such as professional development activities, collaboration, and implementation of new curricula.

# APPENDICES

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**APPENDIX A:** H/PE Training Level Criteria

**APPENDIX B:** Checklist of District RT Deliverables

**APPENDIX C:** H/PE Standards Logic Model

**APPENDIX D:** State RT Deliverables 2010-2011 SY

**APPENDIX E:** Bibliography of HHIE/T-Schools Reports

**APPENDIX F:** Example of Pilot Model (Middle) School Agreement

**APPENDIX G:** Waimea Pilot Model School Logic Model

**APPENDIX H:** PDE3 Reflections

**APPENDIX I:** Professional Development Trainings and Events

**APPENDIX J:** Expense Reports by Semester

## **APPENDIX A**

### **H/PE Training Level Criteria**

#### **Overview**

- Waiver days
- Department meetings

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

#### **Health and PE 101**

- HCPS III
- Standards-based Curriculum

This is anything to do with HCPSIII. The curriculum that you may introduce to teachers must be aligned to the standards. The curriculum must also use best practices and has scientific evidence that backs it. Suggested curriculum: LifeSkills, SPARK, HMSA Nutrition, Diabetes and You, Playground Safety, the use of Tri-Fit.

#### **Health and PE 201**

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

A 201 level training focuses on the depth of the training. After teachers use the curriculum, we want to see how they are using the curriculum to assess students' skill. Health Education does a 201 training using the assessment training from SCASS. One way PE has packaged its 201 training is by going over standards-based lessons and assessments as well as record keeping and grading.

#### **Health and PE 301**

- Teacher Evidence
- Student Evidence

Teachers attend 300 level trainings (i.e. HE 302 Workshop). Teachers develop their own curriculum and or/augment existing curriculum. Teachers also share their assessment of student work. Teachers share their lessons and assessments with other teachers through conferences/workshops and/or through the Coordinated School Health website. Sharing student work is challenging because teachers only want to share student exemplars. Also, many teachers may be unsure if other teachers will view their student work as true exemplars. We must gain the trust of our teacher contacts by assuring them that their student work reflects the learning process that all teachers must journey through in developing standards-based quality assessments that result from standards-based instructional practices.

## APPENDIX B

### 2009-2010 HHI Health and Physical Education RT Deliverables

#### Evaluation Checklist

#### ☐ District Workshops (1 minimum)

For each workshop:

- ☐ HE/PE evaluations\* (copies)
- ☐ Participants' registration forms\* (copies)
- ☐ Workshop agenda and objectives
- ☐ Fully **completed** sign-in sheet\* (please indicate training levels)

**Due Date:** *Hand in evaluations, registration forms, workshop agenda/ objectives and sign-in sheet copies **within one week** after the workshop date.*

#### ☐ Pilot Model School Programs (HE/PE/NE) (1 minimum)

- ☐ Copy of signed agreement
- ☐ Pre-intervention curriculum and schedule
- ☐ Baseline assessment data
- ☐ Work plan and logic model for 2010 – 2011 School Year
- ☐ Quarterly reports:
  - ☐ 1<sup>st</sup> quarter
  - ☐ 2<sup>nd</sup> quarter
  - ☐ 3<sup>rd</sup> quarter
  - ☐ 4<sup>th</sup> quarter
- ☐ SAWS completed by school
- ☐ YRBS completed by school

**Due Date:** *Submit all documents **June 2010**. Quarterly reports are due **before intersession 10/2, 12/18, 3/12, 5/10**.*

#### ☐ Professional Development Educate, Empower, Excel (PDE3) Courses (1 minimum)

- ☐ Fully **completed** sign-in sheet with participant position\*
- ☐ Pre/post evaluation\*

**Due Date:** *Submit document copies **above one week** after the **end** of the course.*

#### ☐ Professional Learning Communities (2 minimum)

- ☐ PLC #1's completed report
- ☐ PLC #2's completed report

**Due Date:** *Hand in each report **within one week** after the last meeting date.*

#### ☐ Online Resource for Health & Physical Education (only for committee)

- ☐ Quarterly reports:
  - ☐ 1<sup>st</sup> quarter
  - ☐ 2<sup>nd</sup> quarter
  - ☐ 3<sup>rd</sup> quarter
  - ☐ 4<sup>th</sup> quarter
- ☐ Submit web site address

**Due Date:** *Submit quarterly reports **before intersession 2/2, 12/18, 3/12, 5/10**.*

☐ **Lending Library Expansions**

- ☐ Lending library material pre-post checklist
- ☐ Lending library check-in/check-out log

**Due Date:** *The checklist and log are due by 5/10.*

☐ **In-Kind Conference (Statewide)**

For each conference:

- ☐ HE/PE evaluations\* (copies)
- ☐ Participants' registration forms\* (copies)
- ☐ Conference agenda and objectives
- ☐ Fully **completed** sign-in sheet\* (please indicate training levels)

**Due Date:** *Hand in evaluations, registration forms, conference agenda/ objectives and sign-in sheet copies **within one week** after the conference date.*

☐ **Expense Report**

For each conference:

- ☐ Semester end expense report
- ☐ Year end expense report

**Due Date:** *Submit at the end of each semester. 12/18 and 5/10*

☐ **Teacher/student counts**

For each conference:

- ☐ Semester end expense report
- ☐ Year end expense report

**Due Date:** *Submit at the end of each semester. 12/18 and 5/10*

☐ **Other Professional Development Training**

For each training:

- ☐ Fully **completed** sign-in sheet\* (please indicate training levels and training type)

**Due Date:** *Hand in sign-in sheet copies **at each quarterly meeting.** 10/2, 12/18, 3/12, 5/10*

**\* Hard copy preferred**

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**HHI - Health and Physical Education Standards Logic Model 2009-2010 School Year**

Inputs	Activities	Outputs (deliverables)	Short-Term Outcomes (1-3 Years)	Intermediate Outcomes (3-5 years)	Long-Term Outcomes (5-10 Years)
<b>Funding:</b> <ul style="list-style-type: none"> <li>• HHI Funding</li> <li>• CDC Funding</li> <li>• DOE State Funding</li> <li>• Private sponsors: Meadowgold HAHPERD</li> </ul> <b>Staff/Positions:</b> <i>HHI Paid Staff:</i> <ul style="list-style-type: none"> <li>• 2 School Health Coordinator (DOH)</li> <li>• 8 District RTs (DOE)</li> <li>• 2 State RTs (DOE)</li> <li>• 1 HHI ES (DOE)</li> <li>• 1 Program secretary (DOE)</li> <li>• 1 Evaluator (UH)</li> </ul> <b>DOE Paid Staff:</b> <ul style="list-style-type: none"> <li>• 1 HE &amp; PE ES</li> </ul> <b>CDC Paid Staff:</b> <ul style="list-style-type: none"> <li>• 1 State HIV RT (DOE)</li> </ul> <b>Partners:</b> <ul style="list-style-type: none"> <li>• PAN Coalition</li> <li>• Healthy Keiki Workgroup</li> <li>• UH Kinesiology and Rehabilitation Studies</li> </ul>	<b>District Workshops:</b> <ul style="list-style-type: none"> <li>• Trainings by RTs in HE and PE content areas</li> </ul> <b>Establish Pilot Model School Health Programs:</b> <i>By June 2010</i> <ul style="list-style-type: none"> <li>• At least one for each area: HE, PE and/or NE and grade level</li> </ul> <b>PDE3 Courses:</b> <ul style="list-style-type: none"> <li>• In-depth professional development in curricula training for public school teachers: HE, NE, PE and PA</li> </ul> <b>Professional Learning Communities (PLC):</b> <ul style="list-style-type: none"> <li>• Collaborative professional development focusing on HE, PE, NE and PA</li> </ul> <b>Online Resource for HE &amp; PE information Established:</b> <ul style="list-style-type: none"> <li>• Upload instructional maps for standards-based lessons, consolidated past professional development materials (multiple formats)</li> </ul> <b>Expansion of State and District HE &amp; PE Lending Libraries:</b> <ul style="list-style-type: none"> <li>• Create instructional resources supporting DOE's Hawaii Content and Performance Standards III</li> </ul> <b>School Health Surveys:</b> <i>YRBS 2011</i> <ul style="list-style-type: none"> <li>• RT support in getting surveys response to &lt;60%</li> <li>• Assist Susan Saka by encouraging school participation</li> </ul> <b>Promote Wellness Guidelines:</b> <ul style="list-style-type: none"> <li>• Healthy Hawaii School Challenge (up to \$10,000/school for funding related activity)</li> <li>• [see separate LM for details]</li> </ul> <b>In-kind Statewide Conference:</b> <ul style="list-style-type: none"> <li>• Partner with external agency</li> </ul>	<i>(Process Objectives)</i> <b>8 District Workshops:</b> <i>2009-2010 SY</i> <ul style="list-style-type: none"> <li>• One in each district</li> </ul> <b>Minimum 8 Pilot Model School Health Programs:</b> <i>By June 2010</i> <ul style="list-style-type: none"> <li>• At least 8 schools sign letters of commitment to participate, complete baseline assessment, complete work plan and logic model for 2010-2011 SY implementation</li> </ul> <b>PDE3 Courses:</b> <i>By June, 2010</i> <ul style="list-style-type: none"> <li>• Minimum 8 district level</li> <li>• Minimum 2 state level</li> <li>• 10 complete professional development course portfolios</li> </ul> <b>16 Professional Learning Communities (PLC):</b> <ul style="list-style-type: none"> <li>• Minimum 16 district level</li> <li>• 2 per district</li> </ul> <b>Online Resource for HE &amp; PE information Established:</b> <ul style="list-style-type: none"> <li>• Instructional materials and equipment</li> <li>• Website development</li> </ul> <b>Expansion of State and District HE &amp; PE Lending Libraries:</b> <i>By July 31, 2010</i> <ul style="list-style-type: none"> <li>• 8 lending library expansions</li> <li>• Purchase and house in State and District lending libraries</li> <li>• Ready for use</li> </ul>	<i>(Program Objectives)</i> <b>Establish Pilot Model School Health Programs:</b> <ul style="list-style-type: none"> <li>• Program areas include one or more of: HE, PE and NE [PA proxy for PE]</li> <li>• At lease one established program in elem, middle and high</li> </ul> <b>PDE3 Courses:</b> <i>2010-2011 SY Implementation</i> <ul style="list-style-type: none"> <li>• PDE3 trained teachers implement curricula</li> </ul> <b>Online Resource for HE &amp; PE Information:</b> <ul style="list-style-type: none"> <li>• # or % of hits, resource increase and usage type</li> </ul> <b>Expansion of State and District HE &amp; PE Lending Libraries:</b> <ul style="list-style-type: none"> <li>• # or % of hits, resource increase and usage type</li> </ul> <b>PLC:</b> <i>YRBS 2011</i> <ul style="list-style-type: none"> <li>• Est. baseline unique participants and content</li> </ul> <b>School Health Surveys:</b> <i>YRBS 2011</i> <ul style="list-style-type: none"> <li>• At least 60% rates on all School Health Surveys</li> </ul> <b>Increase Professional Development Reach:</b> <ul style="list-style-type: none"> <li>• % of teachers receiving professional development training (including 8 district workshops)</li> </ul> <b>Increase Professional Development Training Level Depth:</b> % of teachers receiving professional development training at Overview, 101, 201, etc	<b>Improve Students Knowledge &amp; Skills:</b> <ul style="list-style-type: none"> <li>• Students have improved knowledge and skills in respective content areas [data: model school, PDE3, SAWS, pre/post eval]</li> </ul> <b>Improve Student Behavior:</b> <ul style="list-style-type: none"> <li>• Increased PA</li> <li>• Increase healthy eating</li> <li>• Decrease in tobacco use</li> <li>• Fewer obedience referrals [data: model school, YRBS, SAWS, CH.19]</li> </ul> <b>Improve Infrastructure:</b> <ul style="list-style-type: none"> <li>• Improvements to BOE &amp; school-level health policies and practices [data: wellness guideline, SAWS]</li> </ul> <b>Improved Access to Resources:</b> <ul style="list-style-type: none"> <li>• Have an efficient system maximizing use of shared resources</li> <li>• All schools have adequate access to resources necessary for teaching HE &amp; PE standards</li> <li>• Maximize use of materials schools are not able to purchase on their own [data: pre/post eval, RT eval reports]</li> </ul> <b>Improved Support for HE &amp; PE Teachers:</b> [data: increase unique PLC numbers]	<b>Health Outcomes:</b> <ul style="list-style-type: none"> <li>• Increase proportion of youth in healthy weight (BMI)</li> <li>• Increase proportion of youth engaged in healthful behaviors</li> <li>• Meet Healthy People 2020 Objectives</li> </ul> <b>Educational Outcomes:</b> <ul style="list-style-type: none"> <li>• Increase academic achievement for all students</li> </ul> <b>Social Outcomes:</b> <ul style="list-style-type: none"> <li>• Equip students with lifelong skills of a healthful living</li> </ul> <b>Policy Outcomes:</b> <ul style="list-style-type: none"> <li>• All schools in Hawaii has the wellness policy implemented fully</li> </ul>

YRBS, YTS, Health Outcomes Data, SAT Scores, Graduation rates, HHI Cross Sectional Survey, SCHIPS data, Ch. 19 data, Pre-Post evaluations at model schools, BMI measures, F&V measures

## **APPENDIX D**

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

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

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

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

At least one in HE and one in PE (with NE fused into one of the two)

Provide technical assistance to district RTs with their PDE3 courses

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

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

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

- Create, maintain, and update changes on model school packets/portfolios for each content area and grade (PE, HE, NE, el, int/middle, high)  
Packets should include:  
Agreement form  
Respective criteria (for grade level and content area)  
Logic model  
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 Reports for HHI Schools from the 2009-2010 School Year**

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- Jokura, Y. (2010). Fourth Quarter Report (Fiscal Year 2010), Healthy Hawaii Initiative Hawaii Content and Performance Standards, Deliverables Progress & Reports Monitoring, Accumulative Quarterly Progress Report, 2009-2010 School Year. HHIET.
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- Jokura, Y., Huynh, H., Heinrich, K., & Maddock, J. (2009). East Hawaii & West Hawaii District Workshop Training. HHIET.
- Jokura, Y., Huynh, H., Heinrich, K., & Maddock, J. (2009). Leeward District Training (September 29, 2009). HHIET.
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- Jokura, Y., Huynh, H., Heinrich, K., & Maddock, J. (2010). HIV Curriculum Training, Grades 6-12, Positive Prevention (February 23, 2010). HHIET.
- Jokura, Y., Huynh, H., Heinrich, K., & Maddock, J. (2010). Maui District Training – Sexual Violence Prevention Curricula Training. HHIET.

## APPENDIX F

### Agreement for “Pilot Model School” School Year 2009 – 2012

#### MIDDLE SCHOOL LEVEL

Name of School \_\_\_\_\_ District \_\_\_\_\_

Complex \_\_\_\_\_ School phone number \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip code: \_\_\_\_\_

Principal’s name: \_\_\_\_\_ Signature: \_\_\_\_\_

Contact person if other than principal: \_\_\_\_\_ Position: \_\_\_\_\_

#### Nutrition Education

The purpose of identifying a pilot model school is to show the impact of targeted services through health and physical education professional development, technical assistance and instructional support.

The school agrees to:	The HHI RT and state staff agree to:
<ul style="list-style-type: none"><li>• Receive professional development for all appropriate teachers and staff</li></ul>	<ul style="list-style-type: none"><li>• Provide professional development, technical assistance, one-to-one sessions,</li></ul>
<ul style="list-style-type: none"><li>• Implement a common curriculum in nutrition education in all appropriate grade levels</li></ul>	<ul style="list-style-type: none"><li>• Provide professional development, technical assistance, one-to-one sessions in implementing common curriculum</li></ul>
<ul style="list-style-type: none"><li>• Utilize school-wide common assessment, e.g. teacher-developed assessments</li></ul>	<ul style="list-style-type: none"><li>• Provide training and assist in the implementation of assessment as requested</li></ul>
<ul style="list-style-type: none"><li>• Release and make available school data regarding student achievement, attendance, discipline</li></ul>	<ul style="list-style-type: none"><li>• Assist in the collection of appropriate content achievement data</li></ul>
<ul style="list-style-type: none"><li>• Allow the UH Evaluation Team to observe and interview teachers and students</li></ul>	<ul style="list-style-type: none"><li>• Work with the UH Evaluation Team in the formative and summative evaluation process</li></ul>
<ul style="list-style-type: none"><li>• Designate a committee of staff and an administrator to coordinate this joint project</li></ul>	<ul style="list-style-type: none"><li>• Work with the designated committee of staff and an administrator in this joint project</li></ul>
<ul style="list-style-type: none"><li>• Complete the Safety and Wellness Survey</li></ul>	<ul style="list-style-type: none"><li>• Provide technical assistance in completing the SAWS</li></ul>
<ul style="list-style-type: none"><li>• Complete the implementation of the Wellness Policy and Guidelines by June 2011</li></ul>	<ul style="list-style-type: none"><li>• Assist the school in completing the implementation of the Wellness Policy and Guidelines by June 2011</li></ul>

#### Health Education

The purpose of identifying a pilot model school is to show the impact of targeted services through health and physical education professional development, technical assistance and instructional support.

The school agrees to:	The HHI RT and state staff agree to:
<ul style="list-style-type: none"> <li>• Receive professional development for all appropriate teachers and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Provide professional development, technical assistance, one-to-one sessions,</li> </ul>
<ul style="list-style-type: none"> <li>• Implement a common curriculum in the health education and health literacy in all appropriate grade levels, grades 6, 7, 8</li> </ul>	<ul style="list-style-type: none"> <li>• Provide professional development, technical assistance, one-to-one sessions in implementing common health curriculum</li> </ul>
<ul style="list-style-type: none"> <li>• Require health education for two semesters</li> </ul>	<ul style="list-style-type: none"> <li>• Provide professional development, technical assistance, one-to-one sessions in implementing common health curriculum</li> </ul>
<ul style="list-style-type: none"> <li>• Have a certified health education teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Provide professional development, technical assistance, one-to-one sessions in implementing common health curriculum</li> </ul>
<ul style="list-style-type: none"> <li>• Utilize school-wide common assessment, e.g. student portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training and assist in the implementation of assessment as requested</li> </ul>
<ul style="list-style-type: none"> <li>• Release and make available school data regarding student achievement, attendance, discipline</li> </ul>	<ul style="list-style-type: none"> <li>• Assist in the collection of appropriate content achievement data</li> </ul>
<ul style="list-style-type: none"> <li>• Allow the UH Evaluation Team to observe and interview teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>• Work with the UH Evaluation Team in the formative and summative evaluation process</li> </ul>
<ul style="list-style-type: none"> <li>• Designate a committee of staff and an administrator to coordinate this joint project</li> </ul>	<ul style="list-style-type: none"> <li>• Work with the designated committee of staff and an administrator in this joint project</li> </ul>
<ul style="list-style-type: none"> <li>• Community Ed/ Involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Assist in collaboration with PTA, PCNC, and other parent/community groups</li> </ul>
<ul style="list-style-type: none"> <li>• Use the CSHP concept as a guide</li> <li>• Complete the Safety and Wellness Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Provide technical assistance in completing the SAWS</li> </ul>
<ul style="list-style-type: none"> <li>• Complete the implementation of the Wellness Policy and Guidelines by June 2011</li> </ul>	<ul style="list-style-type: none"> <li>• Assist the school in completing the implementation of the Wellness Policy and Guidelines by June 2011</li> </ul>
<p>Health education curriculum alignment with Hawaii Content and Performance Standards III (HCPS III):</p> <p>Provide evidence that highlights HCPS III on the health education scope and sequence, curriculum map or pacing guide or supporting documents. Document how your health education curriculum and instruction address:</p> <ol style="list-style-type: none"> <li>1. Reducing risk-taking behaviors, strengthening protective factors, and reinforcing health-enhancing attitudes and beliefs</li> <li>2. Personal and social skills to enhance health, including communication, decision-making, goal-setting, and advocacy skills</li> <li>3. Instructional strategies that focus on adopting and maintaining specific health skills in a variety of health content areas</li> <li>4. Multiple opportunities to learn and practice health-enhancing skills across grades</li> </ol>	

5. Culturally-appropriate materials	
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### Physical Education

The purpose of identifying a pilot model school is to show the impact of targeted services through health and physical education professional development, technical assistance and instructional support.

The school agrees to:	The HHI RT and state staff agree to:
<ul style="list-style-type: none"> <li>Receive professional development for all appropriate teachers and staff in the “New” and traditional PE</li> </ul>	<ul style="list-style-type: none"> <li>Provide professional development, technical assistance, one-to-one sessions,</li> </ul>
<ul style="list-style-type: none"> <li>Implement a common curriculum in the content area in all grade levels offering PE electives at every grade level for a semester</li> </ul>	<ul style="list-style-type: none"> <li>Provide professional development, technical assistance, one-to-one sessions in implementing common curriculum</li> </ul>
<ul style="list-style-type: none"> <li>Have a certified physical education teacher</li> </ul>	<ul style="list-style-type: none"> <li>Provide professional development, technical assistance, one-to-one sessions in implementing common curriculum</li> </ul>
<ul style="list-style-type: none"> <li>Utilize school-wide common assessment, e.g. Fitness-Gram, student portfolio to HCPS III alignment</li> </ul>	<ul style="list-style-type: none"> <li>Provide training and assist in the implementation of assessment as requested</li> </ul>
<ul style="list-style-type: none"> <li>Release and make available school data regarding student achievement, attendance, discipline</li> </ul>	<ul style="list-style-type: none"> <li>Assist in the collection of appropriate content achievement data</li> </ul>
<ul style="list-style-type: none"> <li>Allow the UH Evaluation Team to observe and interview teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>Work with the UH Evaluation Team in the formative and summative evaluation process</li> </ul>
<ul style="list-style-type: none"> <li>Designate a committee of staff and an administrator to coordinate this joint project</li> </ul>	<ul style="list-style-type: none"> <li>Work with the designated committee of staff and an administrator in this joint project</li> </ul>
<ul style="list-style-type: none"> <li>Complete the Safety and Wellness Survey</li> </ul>	<ul style="list-style-type: none"> <li>Provide technical assistance in completing the SAWS</li> </ul>
<ul style="list-style-type: none"> <li>Complete the implementation of the Wellness Policy and Guidelines by June 2011</li> </ul>	<ul style="list-style-type: none"> <li>Assist the school in completing the implementation of the Wellness Policy and Guidelines by June 2011</li> </ul>

### **NUTRITION & HEALTH EDUCATION (From Safety and Wellness Guidelines)**

All required health education classes include a focus on knowledge and skills that support healthy eating and are aligned with the Hawaii Content and Performance Standards for Health Education. Nutrition education is integrated into other areas of the curriculum such as math, science, language arts, and social studies. Standards-based health and nutrition education information are taught by or done in collaboration with a teacher.

Instructional periods incorporating quality standards-based health education totals of a minimum of:

- 107 minutes per week for elementary grade 6, and
- 200 minutes per week for secondary grades 6-12.

Standards-based health and nutrition education curricula information involve sharing information with families and the broader community (i.e., area sports leagues, youth groups & school clubs) to positively impact students and the health of the community. In recognition of the existing health disparities prevalent among Hawaii's children, nutrition education includes multiple options for achieving optimum nutrition and health, and includes practical, multi-ethnic approaches that reach across all economic strata.

- Schools will promote the importance of students starting the day with a healthy breakfast, including the School Breakfast Program.
- Schools will promote the importance of students eating a nutritious lunch & healthy snacks, including participation in the National School Lunch Program and After School Snack Program (if applicable).

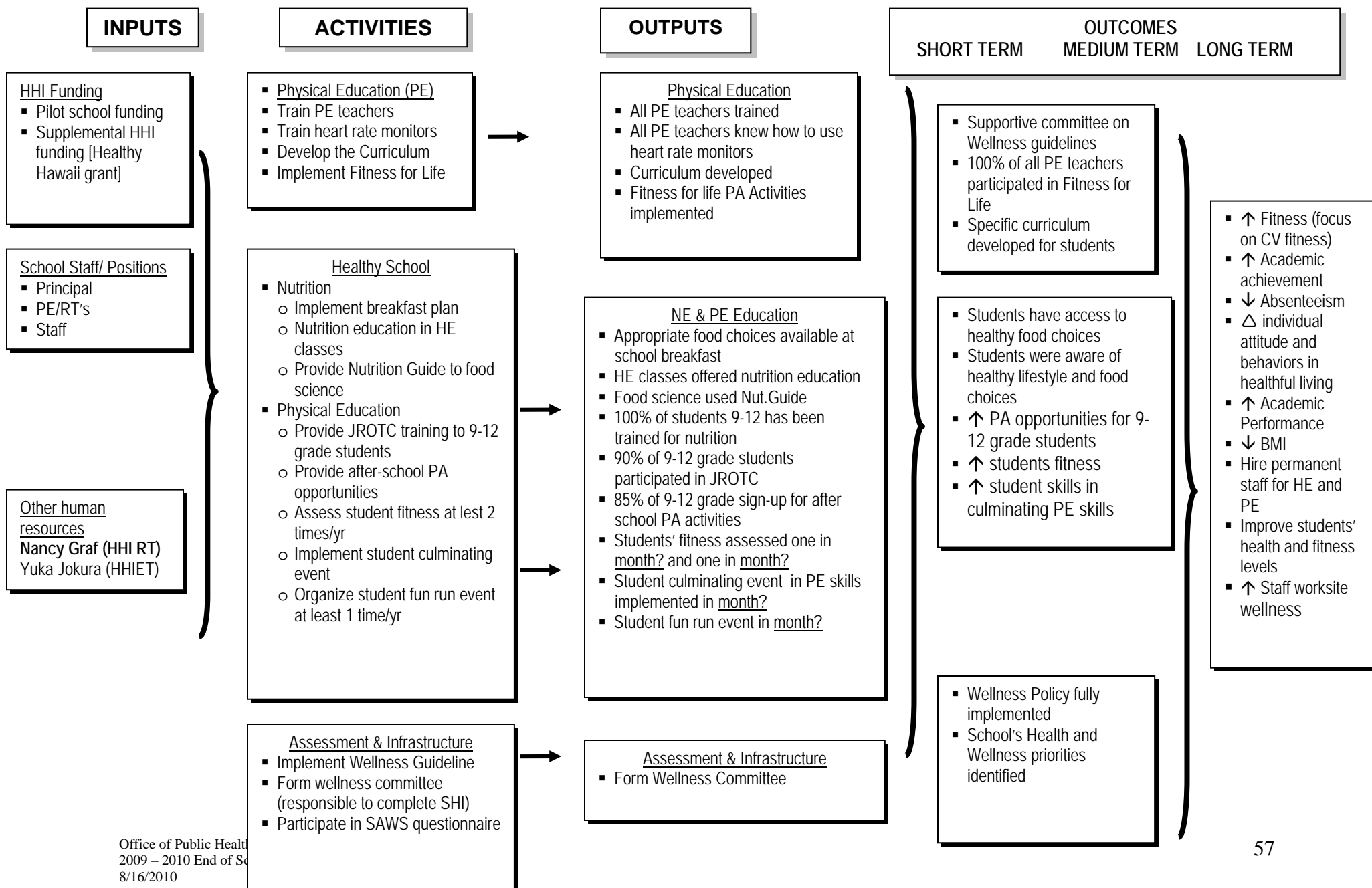
### **PHYSICAL ACTIVITY AND PHYSICAL EDUCATION (From Safety and Wellness Guidelines)**

A systemic approach to physical activity develops and reinforces a physically active lifestyle. Teachers play a large role in increasing physical activity for students. Teachers must attend physical education workshops and conferences for professional development.

All required physical education classes shall be aligned with the Hawaii Content and Performance Standards for Physical Education and Wellness Guidelines. Physical education is an integral part of the total education of every child kindergarten through grade 12. Quality physical education programs facilitate the development of physically active lifestyles and are needed to increase the physical competence, health-related fitness, personal responsibility, and enjoyment of physical activity for all students so that they can be physically active for a lifetime.

- Instructional periods providing developmentally appropriate physical education programs for 200 minutes per week for secondary grades 6-12.
- Physical education courses provide an environment where students can learn, practice, and are assessed on developmentally appropriate motor skills, social skills, and knowledge acquisition.
- Policies ensure that state-certified physical education instructors teach all physical education classes and have a student/teacher ratio similar to other classes.
- Each secondary school's physical education department provides continuing support to students and their families to help them participate in physical activity outside of physical education class.
- All students will have at least 20 minutes a day of supervised recess, during which schools must encourage moderate to vigorous physical activity.
- Students do not have periods of two or more hours of inactivity.
  - The only exception is during school-wide testing.
- Schools do not use physical activity as punishment.
- Schools do not withhold opportunities for physical activity as punishment.

Kauai District Pilot School Logic Model: Waimea High (2009-2011)



## APPENDIX H

### PDE3 Reflections

#### **CENTRAL: Get Up, Get Out and Get Moving! (n = 26)**

Curriculum (13)
<ul style="list-style-type: none"> <li>• Learned the importance of exercise and integration of physical education into everyday curriculum (e.g., Builders and Bulldozers, tracking physical activity &amp; integrating math with physical education lesson) (x2)</li> <li>• I have also integrated math games into PE and I am finding out that my kids just love it!</li> <li>• Students enjoyed non-traditional physical activities and had lots of fun (x8)</li> <li>• Non-traditional activities allow students to see a different menu in which they can choose from in order to keep active.</li> <li>• The first thing I learned is how important the PE standards are for the growth and health of all elementary students and how often PE lessons are overlooked during the school day.</li> </ul>
Benefits (10)
<ul style="list-style-type: none"> <li>• This class showed me that physical activity can be very creative and the main goal is to incorporate do-able activities that are enjoyable for students to engage in.</li> <li>• I would recommend this class to any teacher because it really helped me to grow in this area. (x3)</li> <li>• PE course made us more aware of the variety of physical activities that can be incorporated into our program.</li> <li>• Fitnessgram lesson and seeing their weight was an eye opener for them. (x2)</li> <li>• Since this is my first year as our school's PE resource teacher, the class has given me many ideas (both traditional and non-traditional activities) to use with my students this school year.</li> <li>• I not only grew as a PE teacher, but my students did as well. They have a deeper understanding of the purpose of each activity by identifying the health component of any activity and giving a justification. They also set goals for themselves and worked at school and at home to reach them. This has led to parents taking notice and giving us positive feedback.</li> <li>• As an elementary PE teacher who sees their PE class once a week, I often felt as though doing the Fitnessgram would be a waste of valuable time. After experiencing it, however, I see now how it can be used as a tool to help my students conceptually understand these concepts that I sometimes had difficulty getting across.</li> </ul>
Concerns/Barriers (3)
<ul style="list-style-type: none"> <li>• Trikkies, waveboards, and pedometers are district resources, we have little time to use them before another school uses them</li> <li>• It's just a shame how it's not a priority and students really can't get the required amount of time needed for it.</li> <li>• Sadly, we do not have the equipment to be able to do the [non-traditional PE] activities; but being exposed to those ideas really opened my eyes to how creative PE has become.</li> </ul>

#### **CENTRAL: Health and Safety for Life (n = 7)**

Benefits (4)
<ul style="list-style-type: none"> <li>• The best part about the class was the networking.</li> <li>• The aspect of the course that I found most helpful was the support from the instructors.</li> <li>• Going online to the Hawaii Content and Performance Standards III Database and being able to cut and paste from this site, to make the student worksheet, was a good learning experience, in improving my computer skills.</li> <li>• This course has been very helpful in my understanding of the health standards.</li> </ul>
Curriculum (2)
<ul style="list-style-type: none"> <li>• Taking this class has opened my eyes to the benefits of teaching Health to my students.</li> <li>• Human sexuality is difficult to present to any type of class. This class has opened up a lot of</li> </ul>

different doors for me when planning lessons for my students.
Concerns/Barriers (1)
<ul style="list-style-type: none"> <li>My lesson on sexuality is the one lesson where I don't feel entirely comfortable teaching.</li> </ul>

### **HONOLULU: Comprehensive Physical Education (n = 5)**

Benefits (2)
<ul style="list-style-type: none"> <li>I think it not only helped their physical abilities, but also allowed them to laugh, feel good and be part of something fun. It also allowed me to laugh with them and have fun. It definitely lifted some of the stressful aspects of school for everyone involved.</li> <li>Being able to meet once a month and learn from state and district personnel and other teachers in the field has been both beneficial and inspiring.</li> </ul>
Concerns/Barriers (2)
<ul style="list-style-type: none"> <li>The one thing I had the most difficulty with was the assessment portion of the class. While I was able to create the student assessments, developing criteria seemed to be challenging given my population of students.</li> <li>Even though I would return to the rubric when making a decision on scoring, I still found myself struggling with very subjective ratings.</li> </ul>
Curriculum (1)
<ul style="list-style-type: none"> <li>One thing I really like about this course is the assessment and rubric.</li> </ul>

### **LEEWARD: Fitness Based Physical Education (n = 24)**

Benefits (14)
<ul style="list-style-type: none"> <li>Before this class, I didn't realize that there was a physical activity pyramid.</li> <li>After taking this course, I found there were a variety of activities that I could implement with my PE classes that could easily be connected to the state standards.</li> <li>I feel a lot more confident and have a lot of new knowledge of how to teach PE.</li> <li>The lessons that I provided for my students pertaining to the activity pyramid were effective and made fitness interesting for them.</li> <li>I was surprised that the students referred to the physical activity pyramid when new lessons were presented. They were excited to see what kind of activity they were participating in.</li> <li>The classes kept us actively engaged and we were able to practice the different activities to get a feel of how to implement it with the children.</li> <li>The class was enjoyable and I would recommend it to others!</li> <li>After taking this class, I feel I have learned many new things and have knowledge to help me teach my students PE better.</li> <li>Taking this class was a success.</li> <li>Having a hands on approach and good class participation is an invaluable way to help see the dynamic of certain activities as well as the need for space and materials (x3).</li> <li>Through this Physical Education course, I have learned many valuable tools that will not only benefit myself and my students, but they will also benefit my own children.</li> <li>I would definitely recommend taking this course to any elementary school teachers.</li> </ul>
Curriculum (9)
<ul style="list-style-type: none"> <li>This was the first time that I heard of the Physical Activity Pyramid.</li> <li>Through this fitness-based class I learned that I can teach physical fitness by using the Physical Activity Pyramid. The activity pyramid clearly identified the importance of engaging in a daily physical lifestyle and activities that an adult or a child can do in order to stay healthy.</li> <li>As a result of this class, I began to align not only the lessons I included in this portfolio, but many others to levels of the pyramid.</li> </ul>

<ul style="list-style-type: none"> <li>Previously, I had only focused on the movement forms and cognitive concepts, but this course provided me with a better understanding of the other two standards and the importance of focusing on all four PE standards.</li> <li>It really helped me to focus on the different levels of the Physical Activity Pyramid which prior to enrolling in this, I really was unfamiliar with.</li> <li>From this class I learned to implement the standards and make rubrics according to the standards.</li> <li>The pyramid made a lot of sense because students need basic skills as a foundation and they are able to build on their skills as they get older and the sports become more rigorous.</li> <li>After taking this course, it opened up my eyes to a variety of fun and interactive activities I can use to hit each benchmark.</li> <li>This class has helped me tremendously as a teacher as far as my ability to link the benchmarks with different and non-traditional types of fitness activities and assessments.</li> </ul>
Concerns/Barriers (1)
<ul style="list-style-type: none"> <li>One of the main challenges I have is getting all the student work back.</li> </ul>

### LEEWARD: Comprehensive School-based Physical Education & Physical Activity (n=25)

Behaviors (10)
<ul style="list-style-type: none"> <li>Personally, I think that students have increased their awareness of the physical fitness aspects and that it helps with their thinking and academic progress.</li> <li>Doing PE with my students make my relationship with them a lot better. Now, students and I are beginning to smile more in the classroom.</li> <li>Students' behavior has gotten better because physical activity is occurring in the classroom.</li> <li>Since I started implementing the PE lessons, I noticed that the students seem to work together effectively.</li> <li>I realized that PE lessons gave students an opportunity to socialize with different students in the class that they would not usually talk or play with on a regular basis.</li> <li>It was so nice to see the class working together and not against each other. They were excited when another student achieved one of the tasks, and I saw them asking for help from their classmates.</li> <li>Physical activity also brings the students together when they have fun together, which resulted in improved peer relationships.</li> <li>I used to have students moan and groan when they hear that we have PE. Now, my students beg me to have PE.</li> <li>I noticed less physical aggression to each other, they are much kinder to one another.</li> <li>One of the major things I noticed after beginning this curriculum is that the behavior of the students improved, especially the students who cause trouble when there is a lot of downtime.</li> </ul>
Academic Achievements (6)
<ul style="list-style-type: none"> <li>The homework results improved because my students were motivated to get the greatest amounts of steps. If they don't do their homework, they cannot go out and play at recess. This is the good connection to make; students do their homework more when they have a purpose to be out at recess, and the more students do their homework, the more they will improve in reading.</li> <li>When we incorporated PE into our regular routine, it amazed me, because my class was more focused and enjoyed school much more.</li> <li>Academically, I realized that students are more alert and aware of their assignments and lessons that they are learning.</li> <li>The data collected shows me that the students have improved in academics because of the focus and attention that they have for the content area and or tie with behavior.</li> <li>Academically, I feel the students have shown growth. They are more focused.</li> <li>The academic area also improved greatly. My percentage of A's went up 20% from the 3<sup>rd</sup> quarter.</li> </ul>

Curriculum (4)
<ul style="list-style-type: none"> <li>• The textbook has been a valuable resource and I have used it to plan each of my lessons.</li> <li>• The hands on approach made the concepts more clear, and the other teachers' questions helped me anticipate potential problems when teaching.</li> <li>• The book was a great tool and resource to have throughout the year and will be used often in the future.</li> <li>• I admit that assessments were not my strong point. After taking this class, I learned how to make it effective.</li> </ul>
Benefits (4)
<ul style="list-style-type: none"> <li>• Overall, I feel I took away a lot of new strategies, ideas and techniques from this class. I feel more comfortable teaching PE and incorporating physical activities into my daily classroom routines.</li> <li>• I have gained a new level of confidence in my abilities and I am reaching more skills and not just games.</li> <li>• Students' steps has doubled or tripled because PE was part of their daily schedule.</li> <li>• Overall, I am really glad that I had a chance to take this PE professional development class. It greatly opened my eyes to a different way to run my PE class to maximize physical activity.</li> </ul>
Concerns/Barriers (1)
<ul style="list-style-type: none"> <li>• The pedometer results show how active a student is, but it doesn't measure the increase of physical desire to play if given the opportunity.</li> </ul>

**STATE: Applying Cognitive Concepts to Skill Acquisition and Documenting Accomplishments in Physical Education (n = 19)**

Benefits (8)
<ul style="list-style-type: none"> <li>• Overall, I have learned a lot from this class due to the integration of active participation, content, and standards addressed.</li> <li>• As a result of this course, I realize the importance of including cognitive concepts when teaching about movement skills.</li> <li>• Overall, this class is giving me the incentive and drive to find my way back to my comfort zone of my own individual teaching style.</li> <li>• Overall, it has been a great experience and would recommend teacher to take a class like this first to help them get some prior knowledge to what is required for national certification.</li> <li>• This process has made me a better teacher and caused me to think in different directions with my lesson preparations and student achievement.</li> <li>• This class has given me the opportunity to expand my professional abilities as a teacher to educate each student to achieve and maintain a healthy active lifestyle.</li> <li>• Implementing the elements enabled me to step back and look at my teaching as a whole. I grew as a teacher and was able to reflect on the accomplishments I had made as a teacher.</li> <li>• The video did help me to see things that I did not see when I was teaching. Seeing things and thinking that I could have done it better if I had done it differently is a good process to go through.</li> </ul>
Concerns/Barriers (7)
<ul style="list-style-type: none"> <li>• Participating in the course also gave me a clear deadline for when entries needed to be completed. On the downside, this deadline became very stressful with furlough days and having different long-term subs in the grade level all semester.</li> <li>• Even though we had a few months to get it all done, I really didn't understand the process until the last month or so.</li> <li>• The video was another difficult thing for me to obtain. I wanted to video particular classes, but I only see them every sixth school day.</li> <li>• As far as videotaping and watching myself, I found it kind of difficult because I really do not like seeing myself on tape.</li> <li>• I found this reflective process on my teaching to be very discouraging. I know that I am a good teacher but currently I am not meeting my own expectations and standards.</li> </ul>

- I have always thought that I was an above average teacher and that I am doing a good job. By taking this class I have found out that I think that I am average and that I still have a lot to improve on and a great deal more to learn about my content area and my strategies and how I implement them with my students.
- The class was a challenge with National board candidates and non-board candidates. It was hard to find a middle ground.

#### Curriculum (3)

- I liked and hated videotaping myself because I knew it was good to do it for my teaching and to hear real constructive criticism but I hated seeing my mistakes. I hope in the future there could be a way where other PE teachers could get together and watch each others video and share ideas about our lessons and ideas.
- This is the first time I have tried this particular concept (trajectory, release point) in regards to throwing a football, but I think the students really benefited from the cognitive side of the process.
- I thought this professional development class was beneficial in trying to apply the cognitive concepts to skill acquisition and beneficial in giving us an overview of the what, how, and why of going for national board certification. That being said I felt the class was also a bit confusing.

#### Academic Achievements (1)

- As far as student learning goes, they showed during class that they understood the concepts and could do the skills. When it came down to transferring those thoughts into words and describing what they think, they had a difficult time.

## APPENDIX I

### Other Professional Development Trainings

At the end of each quarter, RTs are asked to submit sign-in sheets for other professional development training they conducted including one-on-ones, in-services, department head trainings, etc. Participants from these trainings will be included in the participant reach reports calculations.

#### Report Progress

Report	Progress	Date Submitted
Momilani Faculty Prof Dev Report	Complete	12/30/2009
Momilani Elementary Report	Complete	12/30/2009
Healthy Sexuality Training for El and Middle School Teachers	Complete	3/18/2010
Laie – SPARK & Health Smart training	Complete	4/28/2010
Iao Intermediate – HIV Curriculum Training Grades 6-12	Complete	5/12/2010
Culturally Sensitive Approaches to Sexual Health Training	Complete	5/18/2010

Honolulu	Assisting RT(s)	Date Held	HE/PE/HPE	Overview, 101, 201, 301	Attendance	Location
Physical Education Geo Motion	Kehau Lau (PEP co-ordinator)	8/19/2009	PE	101	24	Kauluwela Elementary
Health & Physical Education	Yvette Ikari, Jan Combs, Lolly Romano	7/29/2009	HPE	Overview	36	Lunalilo Elementary
Movement Education	Lolly Romano	10/22/2009	PE	Overview	3 (+11 parents/other)	Linapuni
Lanakila Faculty In-service	--	5/5/2010	HPE	201	29	Lanakila
PEP Grant 07-10	Kehau Lau	5/19/2010	HPE?	201	38	Ka'ahumanu
PEP Grants 07-10	Kehau Lau	5/12/2010	HPE?	201	36	Likelike
Skillastics	--	5/10/2010	PE	201	18	
Geomotion	--	2/22/2010	PE	201	20	Jarrett Middle
PEP Grant 07-10	Kehau Lau	4/28/2010	HPE?	201	21	Kauluwela Elementary
HPE PEP Grant Sustainability	Kehau Lau	4/14/2010	HPE	201	29	Kauwela Elementary

One-on-One Trainings	Dates	Training Type	Training Level	One-on-One Trainings	Dates	Training Type	Training Level
Geo Motion	8/5/2009	PE	101/201	Nutrition	8/17/2009	HE	101
Tanita Scale	9/8/2009	PE	101/201				
SPED APE	9/16/2009	PE	101				
PE 3-5	12/7/2009	PE	101				
PE K-2	12/7/2009	PE	101				
PE K-5	12/7/2009	PE	101				
PE 3-5	12/10/2009	PE	101				
PE K-2	12/10/2009	PE	101				

Central	Assisting RT(s)	Date Held	HE/PE/HPE	Overview, 101, 201, 301	Attendance	Location
Wellness Guidelines (Elementary)	--	8/5/2009	HPE	Overview	54	Pearl Harbor ES
PE Lessons	--	9/1/2009	PE	101	3	Haleiwa ES
Rigor, Relevance & Relationships (Radford Complex Waiver Day)	Lisa Hockenberger	10/13/2009	HPE	201	3	Various Schools

Model Schools		--		10/26/2009	HPE	201	4	Mililani HS
Wellness		--		10/28/2009	HE	Overview	27	Pearl Harbor Kai ES
Motor Clinic		Delcy Saito, CDO APE RT		1/19/2010	PE	Overview	11	Mililani Uka ES
Model School - Wellness		--		1/27/2010	HPE	101	3	Aiea HS
Model School – Elementary Wellness		Delcy Saito, CDO APE RT		3/11/2010	HPE	Overview	3	Red Hill El
One-on-One Trainings	Dates	Training Type	Training Level	One-on-One Trainings	Dates	Training Type	Training Level	
APE Lessons	8/4/2009	PE	101	Health Lessons	8/14/2009	HE	101	
PE Lessons	8/7/2009	PE	101	Noodle Hockey Demo Lesson	10/14/2009	PE	101	
Fitness Gram	8/13/2009	PE	101	Wellness Info	10/16/2009	HPE	Overview	
Demo Lessons	8/13/2009	PE	101	Balancing Stations Demo Lesson	12/2/2009	PE	101	
Demo Lessons	8/14/2009	PE	101	Noodle Hockey Demo Lesson	12/9/2009	PE	101	
Demo Lessons	8/24/2009	PE	101	Noodle Hockey Demo Lesson	12/10/2009	PE	101	
Demo Lessons	8/25/2009	PE	101	Wellness	1/19/2010	HPE	101	
Demo Lessons	8/28/2009	PE	101	Nutrition	1/28/2010	NE	101	
Pilot Model School	9/8/2009	PE	101	Fitnessgram	1/28/2010	PE	101	
PE Lessons	9/10/2009	PE	101	Health Teacher	2/01/2010	HE	101	
Demo Lessons	9/11/2009	PE	101	PE Curriculum Maps	4/09/2010	PE	101	
PE Lessons	9/16/2009	PE	101	Model School	4/20/2010	HPE	101	
Demo Lessons	9/18/2009	PE	101	Fitnessgram	5/04/2010	PE	101	
PE Lessons	9/22/2009	PE	101	PE PDE3 Portfolio	5/12/2010	PE	201	
Demo Lessons	9/23/2009	PE	101	Field Day Activities	5/12/2010	PE	201	
APE Lessons	9/24/2009	PE	101	Field Day Activities	5/24/2010	PE	101	
Demo Lessons	10/14/2009	PE	101					
Windward		Assisting RT(s)		Date Held	HE/PE /HPE	Overview, 101, 201, 301	Attendance	Location
Building a Strong Foundation Workshop		--		9/29/2009	HPE	101	16	Windward District
Wellness Policy Presentation		--		9/30/2009	HPE	101	37	Kapunahala El
HPE		--		11/16/2009	HPE	Overview	1+21 students	BYU-HI
HPE El Training		--		11/5/2009	HPE	101	48	Laie El
Undergraduate HPE Training		--		11/3/2009	HPE	101	36 (2 instructors + 34 UH students)	UHM
Elementary PE Training		Sandra Oda, Lolly Romano		9/28/2009	PE	101	16	WDO
Elementary PE In-Service		--		9/9/2009	PE	101	34	Laie El
Curriculum and Instruction Training Session (Pilot school)		Ann Horiuchi, Lisa Hokenburger, Yvette Ikari, Denise Darval-Chang, Jan, Combs		11/5/2009	PE	101/201	?	Laie El
Professional Collaboration day				5/26/2010	HPE, NE	101	41	Laie El
One-on-One Trainings	Dates	Training Type	Training Level	One-on-One Trainings	Dates	Training Type	Training Level	

Leeward		Assisting RT(s)		Date Held	HE/PE /HPE	Overview, 101, 201, 301	Attendance	Location
Professional Development Day In-Service		D. Darval-Chang, Y. Ikari		7/30/2009	HPE	Overview/101	22	Momilani El
PE & HE – Professional Development Day		C. Kahoohanohano, D. Darval-Chang, Y. Ikari, C. Okimoto		10/2/2009	HPE	Overview/101	25	Momilani El
Bosu Ball usage in PE		--		2/2/2010	PE	Overview	3	Nanakuli Inter. & High
One-on-One Trainings	Dates	Training Type	Training Level	One-on-One Trainings	Dates	Training Type	Training Level	
Indoboards, writing	10/12/2009	PE	201	Intro to Pedometers	1/19/10	PE	101	
Fitnessgram	10/15/2009	PE	101	PDE3 portfolio	1/26/10	PE	301	
Pedometer, active lifestyle lesson plans	10/28/2009	PE	201	Dynamic PE lesson plans	3/8/10	PE	201	
Aerobic activity lesson plans	10/29/2009	PE	101	Dynamic PE lesson plans	3/11/10	PE	201	
Tennis	11/2/2009	PE	101	PE grading and assessment	3/25/2010	PE	201	
Recess activities and PE	11/12/2009	PE	101	PE grading and assessment	4/09/2010	PE	201	
Creating assessments	11/12/2009	HPE	201	PE grading and assessment	4/12/2010	PE	201	
Fitnessgram & aerobic lesson plan	11/13/2009	PE	101	Bosu Balls	4/13/2010	PE	201	
Curriculum mapping and assessment	12/3/2009	HPE	201					
Curriculum mapping and assessment	12/3/2009	HPE	201					
Maui		Assisting RT(s)		Date Held	HE/PE /HPE	Overview, 101, 201, 301	Attendance	Location
One-on-One Trainings	Dates	Training Type	Training Level	One-on-One Trainings	Dates	Training Type	Training Level	
LHS PE	8/24/2009	PE	101	Health Lessons	8/24/2009	HE	101	
Iao PE	9/4/2009	PE	101	Health program	10/14/2009	HE	101	
Iao PE	9/4/2009	PE	101	Pedometers	10/14/2009	HPE	101	
Iao PE	9/4/2009	PE	101	Health program/sexuality	10/14/2009	HE	101	
Pilot Model School	9/9/2009	PE	101	Physical Education	1/25/2010	PE	101	
Pilot Model School	9/9/2009	PE	101	Learning Portfolio	1/26/2010	PE	101	
Volleyball	9/22/2009	PE	101	Health	1/26/2010	HE	101	
PDE3	9/29/2009	PE	101	Student participation	2/4/2010	PE	101	
PDE3	9/29/2009	PE	101	Chemical reactions	2/22/2010	HE	101	
PDE3	9/29/2009	PE	101	Health	2/23/2010	HE	101	
Heart rate monitors	10/13/2009	PE	101	Health	2/23/2010	HE	101	
Heart rate monitors	10/13/2009	PE	101	Health	2/23/2010	HE	101	
Pedometers	10/14/2009	PE	101	Pilot Model School PE, PE Fair	4/8/2010	PE	101	
Trikke	10/16/2009	PE	101	Pilot Model School PE, PE Fair	4/8/2010	PE	101	
Heart rate monitors	10/20/2009	PE	101	Pilot Model School	4/28/2010	PE	101	

				PE, PE Fair			
Indo boards	10/20/2009	PE	101	Pilot Model School PE,	4/28/2010	PE	101
PE procedures	10/20/2009	PE	101	Educator's Kit	4/28/2010	PE	101
Fitnessgram	10/22/2009	PE	101	Aerobic exercise	5/12/2010	PE	101
Geo Fitness	11/10/2009	PE	101	Aerobic exercise	5/12/2010	PE	101
Fitness skillastics	11/10/2009	PE	101	GEO mats/Bocci	5/23/2010	PE	101
Trikke	11/13/2009	PE	101				
Trikke	11/13/2009	PE	101				
Peer Evaluation	12/10/2009	PE	101				
Peer Evaluation Rubrics	12/10/2009	PE	101				
Peer Evaluation	12/10/2009	PE	101				
Peer Evaluation, Fitness Plan	12/10/2009	PE	101				
Peer Evaluation, Fitness Plan	12/10/2009	PE	101				
Trikke, PE	12/15/2009	PE	101				
Kauai		Assisting RT(s)	Date Held	HE/PE /HPE	Overview, 101, 201, 301	Attendance	Location
Health and Physical Education Curriculum and instruction Training: Family Literacy Day K-12		--	08/26/2009	HPE	101	4	Niihau School
Health and Physical Education Curriculum and instruction Training: K-12		--	09/30/2009	HPE	101	5	Waimea HS Library
Health and Physical Education Curriculum and instruction Training: K-12		--	10/01/2009	HPE	101	5	Waimea HS Library
Health Curriculum and Instruction Training K-12		--	10/02/2009	HE	101	5	Grand Hyatt, Kauai
Health and Physical Education Curriculum and instruction Training: K-12		--	10/19/2009	HPE	101	4	Niihau
Health and Physical Education Curriculum and instruction Training: K-12		--	11/10/2009	HPE	101	6	Waimea HS Library
One-on-One Trainings	Dates	Training Type	Training Level	One-on-One Trainings	Dates	Training Type	Training Level
FitnessGram	07/31/2009	PE	101	FitnessGram	08/24/2009	PE	101
FitnessGram	07/31/2009	PE	101	FitnessGram	08/25/2009	PE	101
New PE	7/31/2009	PE	Overview	FitnessGram	08/27/2009	PE	101
FitnessGram	08/04/2009	PE	101	Fit For Life	08/28/2009	PE	101
FitnessGram	08/05/2009	PE	101	Planning for Pre-School Playday	09/09/2009	PE	101
FitnessGram	08/06/2009	PE	101	FitnessGram	09/09/2009	PE	101
FitnessGram	08/06/2009	PE	101	Curriculum Planning for long term sub	09/10/2009	HPE?	101
FitnessGram	08/07/2009	PE	101	Half-pint Skillastics	09/18/2009	HPE?	101
FitnessGram	08/12/2009	PE	101	Half-pint Skillastics	09/18/2009	HPE?	101
FitnessGram	08/12/2009	PE	101	Half-pint Skillastics	09/18/2009	HPE?	101
FitnessGram	08/13/2009	PE	101	Half-pint Skillastics	09/18/2009	HPE?	101
FitnessGram	08/14/2009	PE	101	FitnessGram	09/22/2009	PE	101
FitnessGram	08/14/2009	PE	101	Planning and aligning Pre-School,	1/11/10	PE	101

				K-2 Play Day with student participation			
FitnessGram	08/17/2009	PE	101	Brainstorming PE Faire student opportunities	1/20/10	PE	101
HCPS III	08/17/2009	HPE?	101	FitnessGram and implications for brainstorming PE Faire student opportunities	1/27/10	PE	101
FitnessGram	08/18/2009	PE	101	PE Activities and Motor Clinics as student activities	2/22/10	PE	101
FitnessGram	08/19/2009	PE	101	Over-view of conduction Pre-School Playday focusing on Motor Development	2/4/10	PE	101
FitnessGram	08/19/2009	PE	101	Brainstorm and In-depth discussion on potential of participation in PE Fair	2/8/10	PE	101
6 Step Implementation Model	10/1/09	HPE?	101	Brainstorm and In-depth discussion on potential of participation in PE Fair	2/8/10	PE	101
Jennifer Ryan's DOH Health Grant	10/12/09	HE	101	Brainstorm and In-depth discussion on potential of participation in PE Fair	2/8/10	PE	101
Observation and Feedback of Lesson Implementation	10/19/09	HPE?	101	FitnessGram	2/8/10	PE	101
FitnessGram	10/22/09	PE	101	FitnessGram	2/11/10	PE	101
FitnessGram/ Implications for teaching	10/27/09	PE	101	Jump Rope	2/19/10	PE	101
Aligning curriculum while integrating with Polynesian Voyaging topic	11/10/09	HPE?	101	Speedstacks	2/22/10	PE	101
PE Faire and FitnessGram Implications for project creation	12/10/09	PE	101	"Lifeskills" lessons	12/10/09	HE	101
PE Faire and FitnessGram Implications for project creation	12/10/09	PE	101	PE Faire and integration of FitnessGram results for potential PE projects	12/14/09	PE	101
PE Faire and FitnessGram Implications for project creation	12/10/09	PE	101	Indo Board Motor Skills Instruction	12/15/09	PE	101
<b>East Hawaii</b>		<b>Assisting RT(s)</b>	<b>Date Held</b>	<b>HE/PE /HPE</b>	<b>Overview, 101, 201, 301</b>	<b>Attendance</b>	<b>Location</b>

HPE Curriculum and Instruction Training – Archery		--	11/21/2009	PE	101	7	Laupahoe-hoe Gym
Sexual Abuse Training		--	1/29/2010	HE	101	21	Prosecuting Attorney’s Conference Room
Waiver Day		--	7/31/2009	HPE?	101?	22	Keaukaha School
Brain Activation		--	3/31/2010	PE	101	22 families incl. students	EB DeSilva School
Brain Activation		--	2/25/2010	PE	101	6 families incl. students	Waiakea Elementary
One-on-One Trainings	Dates	Training Type	Training Level	One-on-One Trainings	Dates	Training Type	Training Level
SPARK Curriculum	8/31/2009	PE	101	Curriculum	8/20/2009	HPE?	101
SPARK Curriculum	8/31/2009	PE	101	GT Curriculum	9/11/2009	HPE?	301
Pedometers	9/4/2009	PE	101	Grant Implementation	9/16/2009	HPE	201
TRIFIT	9/25/2009	PE	101	Curriculum & Resources	9/30/2009	HPE	201
TRIFIT Training	10/1/2009	PE	101	Health Benchmark Alignment	11/9/2009	HE	201
Nutrition/Health Benchmarks	1/4/2010	HE	101	Health Benchmark Alignment	11/9/2009	HE	201
Sexual Abuse/Bullying/Health Teacher	1/4/2010	HE	101	Health Benchmark Alignment	11/9/2009	HE	201
Health Benchmarks, assessment	02/10/10	HE	201	Health Benchmark Alignment	11/9/2009	HE	201
Health Benchmarks, assessment	2/10/10	HE	201	PE benchmarks	2/16/10	PE	101
Goal Setting	3/29/2010	HPE	101	PE Benchmarks	2/25/10	PE	101
Standards Curriculum	5/13/2010	HE	101	PE Benchmarks	2/25/10	PE	101
Standards Curriculum	5/27/2010	PE	101				
West Hawaii		Assisting RT(s)	Date Held	HE/PE /HPE	Overview, 101, 201, 301	Attendance	Location
Physical Education		--	10/17/2009	PE	101	2	Royal Kona Tennis Center

## APPENDIX J

### Semester 1 District Expenditures 2009 – 2010 SY

Expense Type	Kauai	East	West	Windward	Leeward	Central	Honolulu	Maui	Statewide	%
		Hawaii	Hawaii						Total	
Travel	796	386	N/A	920	336	2,322	451	515	5,726	26.0
Supplies	--	19	N/A	593	6,786	1,965	--	--	9,363	42.5
Equipment	--	--	N/A	837	149	2,231	529	--	3,746	17.0
Computer Hardware	--	--	N/A	142	--	--	--	--	142	0.7
Substitute Teachers	--	--	N/A	--	--	--	--	--	0	-
PLC	--	--	N/A	--	--	--	--	--	0	-
Online Resource	--	--	N/A	--	--	--	--	--	0	-
B/C/T Funds	--	78	N/A	--	340	--	-	--	418	1.9
PDE3	--	37	N/A	--	178	--	--	--	215	1.0
District Workshops	--	--	N/A	--	--	--	--	--	0	-
HPE Lending Libraries	--	--	N/A	--	--	--	--	--	0	-
Pilot Model Schools	--	--	N/A	944	1,067	--	--	--	2,011	9.1
Other	--	230	N/A	--	--	--	160	--	390	1.8
<b>Total</b>	<b>796</b>	<b>750</b>	<b>N/A</b>	<b>3,436</b>	<b>8,856</b>	<b>6,518</b>	<b>1,140</b>	<b>515</b>	<b>22,011</b>	<b>100%</b>

### Semester 2 District Expenditures 2009 – 2010 SY

Expense Type	Kauai	East	West	Windward	Leeward	Central	Honolulu	Maui	Statewide	%
		Hawaii	Hawaii						Total	
Travel	3,664	1,054	N/A	886	--	709	541	938	<b>7,792</b>	<b>9.6</b>
Supplies	--	3,672	N/A	3,000	3,308	3,934	1,522	236	<b>15,672</b>	<b>19.2</b>
Equipment	--	5,720	N/A	4,178	--	2,665	13,082	450	<b>26,095</b>	<b>32.0</b>
Computer Hardware	--	--	N/A	--	--	--	--		<b>0</b>	<b>-</b>
Substitute Teachers	--	--	N/A	--	--	--	--		<b>0</b>	<b>-</b>
PLC	--	--	N/A	--	--	--	--	--	<b>0</b>	<b>-</b>
Online Resource	--	--	N/A	--	--	--	--	--	<b>0</b>	<b>-</b>
B/C/T Funds	871	--	N/A	--	--	--	-		<b>871</b>	<b>1.1</b>
PDE3	395	--	N/A	1,000	--	--	--		<b>1,395</b>	<b>1.7</b>
District Workshops	--	3,949	N/A	--	--	--	--		<b>3,949</b>	<b>4.9</b>
HPE Lending Libraries	9,411	160	N/A	--	1,137	--	--	10,150	<b>20,858</b>	<b>25.6</b>
Pilot Model Schools	1,457	1,610	N/A	1,500	--	--	--	-	<b>4,567</b>	<b>5.6</b>
Other	267	4	N/A	--	--	--	--	-	<b>271</b>	<b>0.3</b>
<b>Total</b>	<b>16,065</b>	<b>16,169</b>	<b>N/A</b>	<b>10,564</b>	<b>4,445</b>	<b>7,308</b>	<b>15,145</b>	<b>11,774</b>	<b>81,470</b>	<b>100%</b>