



HEALTH EDUCATION & PHYSICAL EDUCATION:

Implementation of Training Content and Materials

Teacher Feedback from the Annual HHI Reflection Form



Evaluation Report

2016-2017 SY

Submitted in August 2017

by the Healthy Hawaii Initiative Evaluation Team



Health and Physical Education Survey Results, 2016-2017

Survey Description

The Healthy Hawaii Initiative (HHI) team of District Health and Physical Education Resource Teachers (RTs) collaborated with the HHI Evaluation Team (HHIET) at the University of Hawaii to update their professional development survey for the 2016-2017 school year. The survey was created using Qualtrics, an online software program. In May 2017, the RTs were responsible for distributing the survey link to all Hawaii Department of Education (DOE) teachers and staff that participated in any HHI training event and/or borrowed health or physical education (PE) equipment from their district lending library during the school year. Teachers were given time to implement the new materials before reflecting on their experiences and providing feedback to the RTs. The online survey closed at the end of the school year in June 2017. HHIET compiled the results and produced a summary report to share with the HHI RTs.

The survey included 14 questions that encouraged teachers to share their feedback on the process of implementing new health and PE resources, curriculum, and equipment in their classroom following the HHI training events. The survey also provided teachers with the opportunity to inform the RTs about what training topics they would like more assistance with next school year.

The survey responses were summarized into tables and listed by frequency of responses from high to low. It is hoped that the survey data will help highlight the needs of teachers and assist the RTs with planning and implementation of future health and PE professional development and resources at the state and district levels.

Participants

There were a total of 268 survey respondents. Teachers from all 8 Districts completed the survey, with Honolulu District having the highest number of respondents (n=90, Table 1), followed by Maui District (n=71).

Table 1: What District and Complex Area do you teach/work in? (n=267*)

Honolulu (90)	Maui (71)	Kauai (27)	West Hawaii (24)	Windward (15)	Central (14)	East Hawaii (13)	Leeward (13)
Farrington- Kaiser-Kalani (51)	Baldwin- Kekaulike- Maui (67)	Kapaa-Kauai- Waimea (27)	Honokaa- Kealakehe- Kohala- Konawaena (24)	Castle- Kahuku (10)	Leilehua- Mililani- Waialua (9)	Hilo- Waiakea (10)	Pearl City- Waipahu (6)
Kaimuki- McKinley- Roosevelt (39)	Hana- Lahainaluna- Lanai-Molokai (4)						Campbell- Kapolei (4)
				Kailua- Kalaheo (5)	Aiea- Moanalua- Radford (5)	Kau-Keaau- Pahoa (3)	Nanakuli- Waianae (3)

*n=268; one participant did not indicate the area or school they worked in

Participants Continued

The majority of survey respondents were general education teachers (n=113, Table 2) or PE teachers (n=83) that worked at the elementary level (n=154, Table 3). Many of the survey respondents reported that they attended county workshops (n=59, Table 4), PDE3 courses (n=57), and wellness workshops (n=55) during the 2016-17 school year.

Table 2: What is your current position? Select all that apply.

Positions (268 respondents)	n=298
Classroom/General Education Teacher	113
Physical Education Teacher	83
Health Education Teacher	21
School Administrator	21
District Resource Teacher/District Office	9
Part-time Teacher (PTT)	9
Wellness Committee Coordinator	7
Counselor	6
SPED Teacher	6
Curriculum Coordinator	4
Educational Assistant	4
Parent-Community Networking Center (PCNC)	3
Cafeteria Staff	2
Mentors	2
Title 1 Coordinator	2
Administrative Assistant	1
Instructional Coach	1
Complex Academic Officer	1
Registrar	1
RIT Coordinator	1
Student Services Coordinator	1

Table 3: What grade level(s) do you work with? Select all that apply.

Grade Level	n=287 (100%)
Elementary	154 (53.6)
Middle/Intermediate	72 (25.1)
High	57 (19.9)
Not Applicable	4 (1.4)

Table 4: Which health and PE trainings did you attend this school year (2016-2017)? Select all that apply.

Training Type	n=371
County Workshop	59
PDE3 Courses	57
Wellness Workshop	55
Faculty In-service	36
HAHPERD State Conference	31
One-on-one	27
Complex Training	24
Principal(s) Meeting	12
Fitness Meet/Event	4
Parent Meetings/Presentations	2
PE Workgroups	2
PE Fair	1
Staff Wellness Activities	1
Webinar	1
Did not participate in any training	59

Implementation of Training Materials and District Lending Libraries

The next set of survey questions asked participants to identify areas of teaching practice (Table 5) and student learning/student behavior (Table 6) that improved as a result of implementing strategies and resources from these HHI training events. Survey respondents were also asked if they borrowed any health and PE lending library resources (Table 7), and if so, to describe some of their favorite resources (Table 8).

Table 5: Which area(s) of your TEACHING PRACTICE IMPROVED as a result of implementing strategies and/or resources from one of these training events? Select all that apply.

Areas of Improvement (196 respondents)	n= 679
Engaging Students in Learning	116
Communicating with Students	79
Establishing a Culture for Learning	73
Creating an Environment of Respect & Rapport	69
Managing Student Behavior	62
Managing Classroom Procedures	60
Demonstrating Flexibility & Responsiveness	53
Organizing Physical Space	47
Using Assessment in Instruction	45
Using Questioning & Discussion Techniques	39
No Observed Improvement	14
Utilizing and Sharing Out Resources	13
Improving Individual/Community Health Practices	4
Not Applicable	5

Table 7: Did you borrow any health and PE Lending Library resources (e.g., PE equipment, health curriculum) from your District Health and PE Resource Teacher?

Response	n=251 (100%)
Yes	91 (36.25%)
No	160 (63.75%)

Table 6: What aspects of STUDENT LEARNING AND/OR STUDENT BEHAVIOR IMPROVED as a result of implementing strategies and/or resources from one of these training events? Select all that apply.

Areas of Improvement (198 respondents)	n= 705
Attitudes towards PE and Health Education	113
Participation and Engagement	112
Skills for Physical Education	101
Knowledge of Physical Education	97
Knowledge of Health Education	81
Attitudes towards Health Education	79
Skills for Health Education	54
Focus and Concentration	52
No Observed Improvement	7
Unsure	3
Future Planning	1
Working with Community	1
Not Applicable	4

Table 8: What were some of your favorite health and PE resources that you borrowed from your District Lending Library? See Appendix A for the full list of responses.

HPE Resources (86 respondents)	n= 166
PA and PE Equipment	62
Measurement and Assessment	35
Curriculum	24
Technology	19
Games	14
Team Sports	8
Wellness Events	3
None	1

Implementing Curriculum and Standards

Survey respondents were asked to indicate which curricula they currently used for physical education, sexual health education, and health education. The responses are listed below in Tables 9, 10, and 11.

Table 9: Which PHYSICAL EDUCATION CURRICULUM did you use during 2016-17? Select all that apply.

Physical Education Curriculum (225 respondents)	n= 347
Sports, Play, and Active Recreation for Kids (SPARK)	54
Fitness for Life Elementary/Secondary	48
Personal Fitness	39
Dynamic Physical Education for Elementary/Secondary School Children	28
Foundations of Personal Fitness	17
Healthy Hearts in the Zone - A Heart Rate Monitoring Program for Lifelong Fitness	15
Teaching the Nuts and Bolts of Physical Education	12
Created My Own	8
No Curriculum	7
PE Metrics - Assessing National Standards 1-6 in Elementary School/Secondary School	6
Physical Best Activity Guide Middle and High School Levels	6
Go Noodle	4
OPEN	4
'Aina in Schools	3
FitnessGram	3
Educating Children for Movement	1
Fitness for Life	1
Healthteacher.com	1
Sport Education (by Siedentop)	1
Soccer for Success	1
United States Tennis Association Curriculum	1
Unsure	2
Not Applicable	85

Table 10: Which SEXUAL HEALTH EDUCATION CURRICULUM did you use during 2016-17? Select all that apply.

Sexual Health Education Curriculum (216 respondents)	n= 221
Healthteacher.com	10
Pono Choices	6
Created My Own	6
Planned Parenthood Resources	5
Positive Puberty	4
Reducing the Risk	4
Family Planning and Sexual Health (F.L.A.S.H.)	3
Draw the Line, Respect the Line	2
Making a Difference (MAD)	2
Unsure	2
Always Changing: Puberty	1
Hamakua Health Resources	1
Kokua Kalihi Valley Resources	1
Positive Prevention, American Red Cross, Level A/B	1
No Curriculum	1
Not Applicable	172

Table 11: Which GENERAL HEALTH EDUCATION CURRICULUM did you use during 2016-17? Select all that apply.

Health Education Curriculum (215 respondents)	n= 254
Healthteacher.com	27
Life Skills	17
Personal and Social Skills	10
Health Education: Elementary and Middle School Applications	9
Bully Proof: Teacher's Guide for Teasing and Bullying	6
Created My Own	6
Health Education Assessment Project	6
Lions Quest, Skills for Growing	4
The New Bully Free Classroom	4
'Aina in Schools	2
Aloha Peace Project Resources	2
Bullying Prevention Resources	2
Ho'ouno Pono	2
Nutrition Education	2
Sex Abuse Treatment Center: My Body, My Boundaries	2
Sex Abuse Treatment Center: Respect	2
Second Step	2
No Curriculum	2
Always Changing	1
Brainpop	1
Colgate Dental Education	1
FitnessGram	1
KidsHealth	1
Kunimura Conflict Resolution	1
Planned Parenthood Resources	1
Quit It: Teacher's Guide for Teasing and Bullying	1
Sex Abuse Treatment Center: My Body is Special	1
Social Emotional Learning (SEL)	1
Steps to Respect	1
Supertrackers	1
YWCA Sex Abuse Treatment	1
Not Applicable	134

When asked about implementing standards-based practices using the Hawaii Content Performance Standards III (HCPS III), most survey respondents reported that they were fully implementing the five main areas of standards-based practices (Table 12). However, when asked about implementing the National Health Education Standards, most respondents identified that they were not implementing these standards (n=103, Table 13).

Table 12: To what extent are you implementing the following standards-based practices using HCPS III in your classroom? (Highest response listed in bold)

Standards-Based Practices	Not Implementing	Partially Implementing	Fully Implementing
1. Standards-Based Curriculum (n=228)	26	56	146
2. Content and Performance Standards (n=228)	25	64	139
3. Standards-Based Instruction (n=229)	23	70	136
4. Standards-Aligned Assessments (n=227)	31	76	120
5. Standards-Based Grading and Reporting (n=226)	47	74	105

Table 13: To what extent are you implementing the NATIONAL HEALTH EDUCATION STANDARDS in your classroom?

Standards-Based Practices	n=214 (100%)
Not Implementing	103 (48.1)
Partially Implementing	93 (43.5)
Fully Implementing	18 (8.4)

Assessing Professional Development Needs

In order to identify and prioritize professional development needs for the 2017-2018 school year, survey respondents were asked to rank their level of need for training on PE standards, health education standards, and health education topics. Responses were ranked from high to low according to the level of need for each training topic area (high need, moderate need, low need, no need). Responses were then summarized by combining the number of individuals that indicated either a high or moderate need for each topic area. See Appendix B for the full list of responses for Figures 1, 2, and 3.

Figure 1: How would you rate your level of need for professional development for each of the following PHYSICAL EDUCATION STANDARDS?

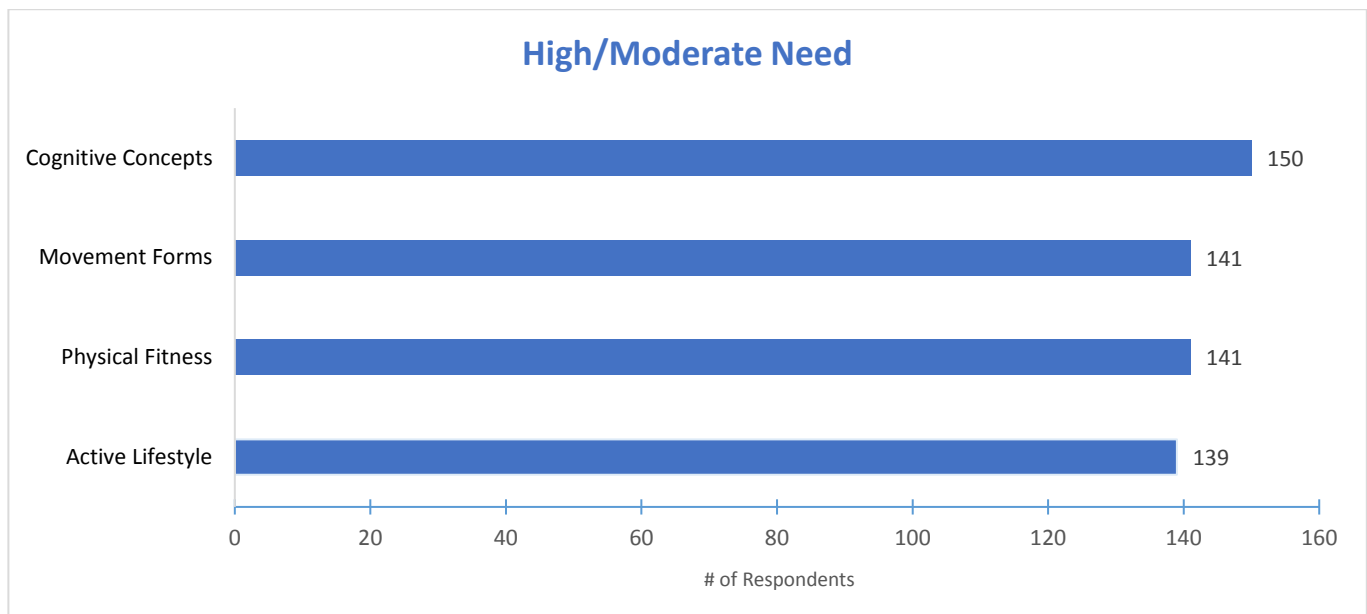


Figure 2: How would you rate your level of need for professional development for each of the following HEALTH EDUCATION STANDARDS?

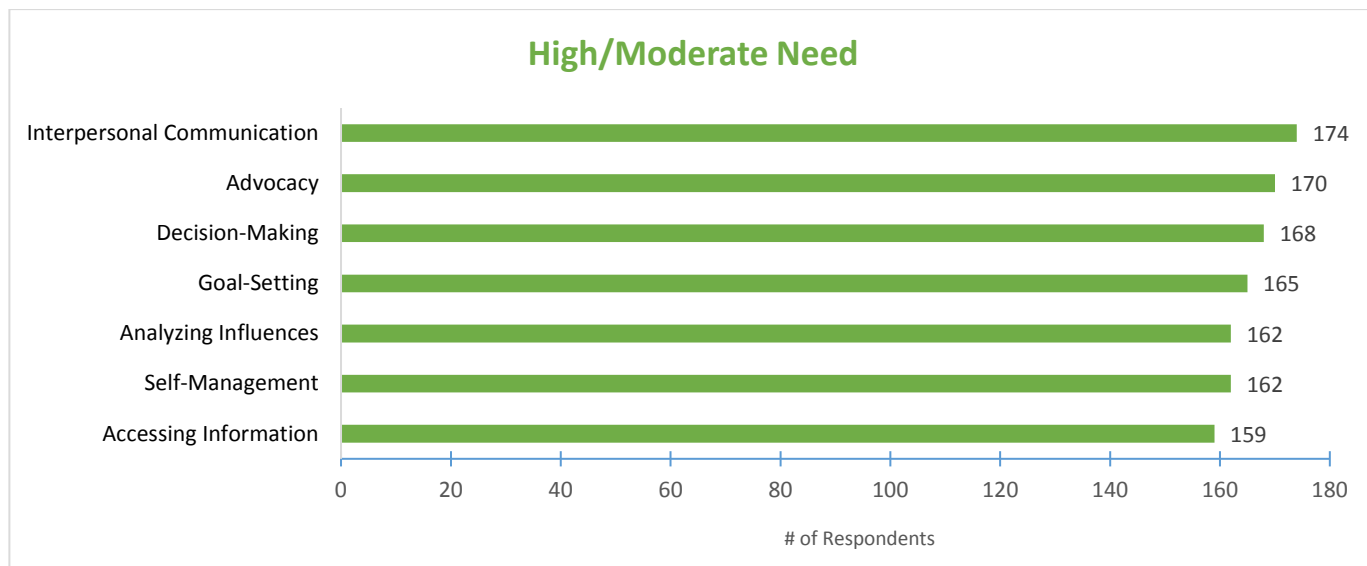
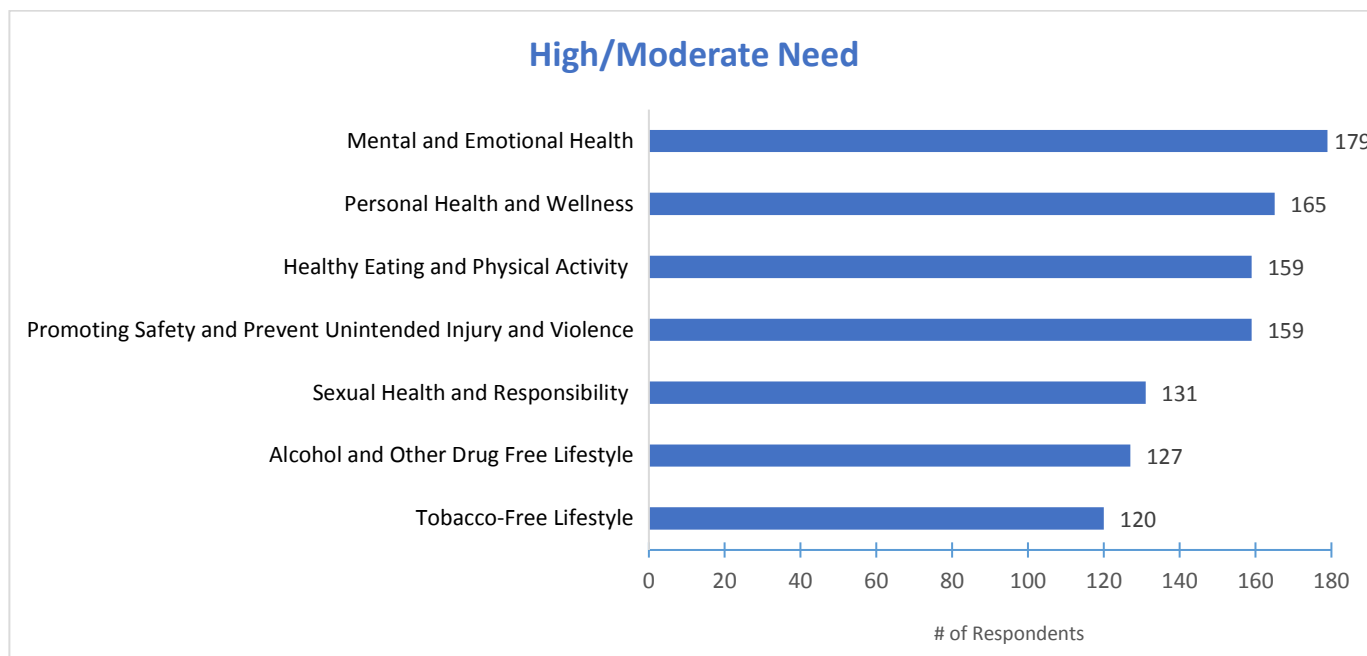


Figure 3: How would you rate your level of need for professional development on the following HEALTH EDUCATION TOPICS?



The survey concluded with two open-ended questions. Participants were asked to list any additional health or PE topics that they would like to learn more about from their District RT. The responses to these questions were categorized by theme to provide a method for organizing the data. As shown in Table 14 (Appendix C), many participants were interested in learning about “*Physical Education Activities*” including hands-on workshops and trainings tailored to teachers who are not fitness-oriented (n=23) as well as “*Implementing and Integrating Health and PE*” (n=18) including integrating with core subjects and PE in middle school. Survey participants were also encouraged to share any additional comments or questions (Table 15, Appendix D).

Table 14: Please list any health and/or PE topics you would like to learn more about in future training sessions with your District Health and PE Resource Teacher. See Appendix C for the full list of responses.

Recommended Future Topics (97 Respondents)	n= 123
Physical Education Activities	23
Implementing and Integrating Health and PE	18
Curriculum	17
Health Education	15
Technology	9
New Resources and Information	7
Student Engagement	3
Collaboration	3
General Professional Development	2
Sex Education	2
Miscellaneous	2
None	22

“I like participating in hands-on active workshops that address PE and health standards using different interactive strategies.” – Honolulu District

“I would love to learn how to set up a PE course that I could implement for an entire year. As of right now, I just take the students out every week and try to find a game for the students to participate in.” – Maui District

Table 15: Please share any additional comments or questions. See Appendix D for the full list of responses.

Additional Comments/Questions (32 Respondents)	n= 34
More Resources for Health, PE, and Technology	10
District Resource Teachers	8
Curriculum, Standards, and Guidelines	5
Positive Feedback and Thanks	3
Miscellaneous	1
None	7

“If it were not for these classes, chances are slim that I would teach a full lesson cycle for health standards/objectives. The young students love these health lessons.” – Kauai District

“For the new health and wellness guidelines, who is going to hold our school accountable? We need someone to check and see how our school is doing throughout the year and not just when the SAWS report is due.” – Windward District

“We need a full-time and fully funded PE teacher!”
– West Hawaii District

“RTs are a valuable and functional resource. Invaluable assistance regularly rendered.”
– Leeward District

Conclusions

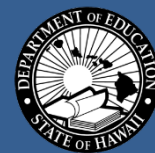
This survey collected feedback from more than 250 Hawaii Department of Education teachers and staff during the 2016-2017 school year. Many of the survey respondents participated in county workshops (n=59), PDE3 courses (n=57), and/or Wellness workshops (n=55), while others (n=59) did not participate in any training events and only shared their input about using the district lending library. The survey allowed teachers to take the time to reflect on implementing the new skills and resources, while also determining future areas of training need.

As a result of implementing strategies and resources from the HHI training events, teachers and staff noted that their teaching practice had improved, especially in the area of *“Engaging Students in Learning”*. Furthermore, student learning and/or student behavior also improved, particularly in regards to *“Attitudes towards PE and Health Education”*, and *“Participation and Engagement”*.

A variety of PE, health education, and sexual health education curricula were being used in the classroom, especially *“SPARK”* and *“Healthteacher.com”*. Some also noted that they created their own curriculum or did not use a specific curriculum.

When asked about the five main areas of standards-based practices using HCPS III, *“standards-based curriculum”* was the highest area of implementation with *“standards-based grading and reporting”* being the lowest area of implementation. In addition, when asked about the extent they were implementing the National Health Education Standards, less than 10% of the respondents were fully implementing these standards.

Lastly, when prioritizing their professional development needs, *“Cognitive Concepts”* was the highest identified need for PE Standards, while *“Interpersonal Communication”* was the highest reported need for Health Education Standards, with *“Mental and Emotional Health”* being rated the most needed professional development topic for Health Education.



List of Appendices

APPENDIX A: What were some of your **Favorite Health and PE Resources** that you borrowed from your District Lending Library?

APPENDIX B: Level of Need for **Professional Development**

APPENDIX C: Please list any health and/or PE topics you would like to learn more about in **Future Training Sessions** with your District Health and PE Resource Teacher

APPENDIX D: Please share any **Additional Comments or Questions**

District Abbreviations:

Please Note: Comments listed in the appendices are identified by district to help the HHI resource teachers address not only the statewide health and PE needs, but the district needs as well.

C: Central District

EH: East Hawaii District

H: Honolulu District

K: Kauai District

L: Leeward District

M: Maui District

W: Windward District

WH: West Hawaii District

APPENDIX A:

Table 8: What were some of your FAVORITE HEALTH AND PE RESOURCES that you borrowed from your District Lending Library?

Health and PE Resources (86 Respondents) n= 166 responses	
Physical Activity and Physical Education Equipment (62)	
<ul style="list-style-type: none"> Physical Activity Equipment (36) <ul style="list-style-type: none"> (6: 2-H, 2-M, C, K) Parachutes (5: 4-H, W) Trampoline (4: 2-H, 2-W) PE Equipment (3: 2L, M) Basketball and Tennis Skillastics (2-L) Hula Hoops (2: M, WH) Obstacle Course (for Fun Run) (2: H, L) Trikkies (C) Various recess equipment (C) Vertical jump apparatus (broken) (EH) Learned how to use the 36" ribbons for music class (H) Bases (H) Roller racer (H) Spot dots (hands) (H) Yoga mats (K) All sorts of PE equipment being that I did not have any to start with, besides balls, jump ropes, and hula hoops (K) I was just thankful and grateful for our District RT providing me with a variety of new equipment to begin a new physical education program. Mahalo! (L) Agility ladders (WH) Hurdles (WH) Sports and fitness equipment that were needing upgrades or lacking at our school Balls (16) <ul style="list-style-type: none"> (4: 3-L, WH) Basketballs (C) Ballast balls (C) BOSU (H) Ball with Velcro mitts (H) Tetherball (K) Slam balls (L) Kinball (H) Soft balls (L) Stability balls (M) The Bumball equipment/game (W) Balls (WH) Footballs (WH) Soccer balls Boards (10) <ul style="list-style-type: none"> (4: 3-L, EH) Scooter (2: K, L) Indo Boards (H) Land Paddling Boards (H) Paddle Skateboards (H) Spoonerboards (L) Bongo Boards 	

Measurement and Assessment (35)

- **Fitness Testing (20)**
 - (5: 3-H, L, WH) Sit and Reach boxes
 - (4: L, O, W, WH) Equipment for fitness testing
 - (3: L, O, WH) Curl Up Mats
 - (3: C, H, L) Push up cones
 - (K) The automatic pushup counter from Gopher
 - (M) Muscular endurance equipment
 - (M) Pacer test equipment
 - (O) Flexibility test
 - (W) Things for Fitness Day
- **Scales (15)**
 - (13: 6-H, 2-L, 2-WH, C, K, O) Tanita Scale/BMI Scale
 - (H) Body fat/weight machine
 - (W) Monitors

Curriculum (24)

- **Physical Education (13)**
 - (4: 2-H, L, M) Skillastics
 - (2: C, H) Fitness for Life
 - (C) Drums Alive
 - (H) A handbook of PE lessons for Elementary School
 - (K) My District RT gave us curriculum and supplies for PE
 - (L) Handbook for Field Day Activities
 - (L) Pangrazi Book
 - (W) Adventures to Fitness
 - (W) Nuts and Bolts
- **Health Education (6)**
 - (H) Videos and posters on the Body Systems
 - (H) Videos and posters on Nutrition Book
 - (K) I borrowed some of the posters, foam disks, visual aids for sugar and fat.
 - (M) Anti-Bullying resource book
 - (M) Healthteacher.com
 - (M) We receive CPR training kits. I have been teaching CPR at my school for over 20 years. Godsend.
- **General Curricular Materials (5)**
 - (C) Book
 - (H) HPE Curriculum
 - (H) Information binder
 - (K) There also binders filled with many different lessons for all grade levels. I could adjust the lesson to my grade level and still meet the standards.
 - (WH) Valuable resources like websites and people who are qualified and knowledgeable about the subject matter and training the curriculum.

Technology (19)

- **Measurement (11)**
 - (4: 2-K, C, M) (Polar) Heart Rate Monitors
 - (4: C, K, M, L) iPads (minis)
 - (3: C, K, M) Pedometers
- **Sound Equipment (5)**
 - (2: L, W) iPods
 - (H) Bose Stereo
 - (WH) Block Rocker (speaker and microphone system)
 - (W) Music

- (C) Wii player and accessories (no longer implementing activities; holding for storage)
- (EH) Technology
- (H) Large digital clock display

Games (14)

- **(5: 2-M, 2-H, L) Speed Stacking cups (and DVD)**
- **Activities (5)**
 - (2-H) Bowling pins and bowling set
 - (H) Giant dice
 - (H) Stretching game, with dice and action cards
 - (W) Makahiki games
- **Equipment (4)**
 - (M) Bean bags
 - (M) PE equipment for games with teachers and students
 - (W) Frisbee targets
 - (WH) Games equipment

Team Sports (8)

- (3-L) Tennis racquets
- (2-WH) Lacrosse balls and sticks
- (H) Basketball hoop
- (K) Badminton set
- (W) We borrowed disc golf goals and a body composition monitor/scale, among other resources. The students were very engaged in the disc golf lessons and I was able to monitor fitness progress in our fifth graders.

Wellness Events (3)

- (H) Presidential Fitness Challenge equipment
- (M) This year I borrowed pedometers - I used them for a staff fitness challenge
- (M) We were able to borrow balance balls and boards. All students who were able to use them for our Wellness Day were engaged, challenged, and active in trying new things. They were great to have and introduce to our students.

None (1)

- (H) I don't recall

APPENDIX B: PROFESSIONAL DEVELOPMENT NEEDS

Figure 1: How would you rate your level of need for professional development for each of the following PHYSICAL EDUCATION STANDARDS?

Physical Education Standards	No Need	Low Need	Moderate Need	High Need
Movement Forms (n=228)	30	57	87	54
Cognitive Concepts (n=228)	27	51	86	64
Active Lifestyle (n=229)	30	60	74	65
Physical Fitness (n=228)	27	60	72	69

Figure 2: How would you rate your level of need for professional development for each of the following HEALTH EDUCATION STANDARDS?

Health Education Standards	No Need	Low Need	Moderate Need	High Need
Accessing Information (n=229)	23	47	106	53
Self-Management (n=229)	28	39	88	74
Analyzing Influences (n=228)	25	41	87	75
Interpersonal Communication (n=228)	21	33	94	80
Decision-Making (n=228)	23	37	83	85
Goal-Setting (n=228)	24	39	90	75
Advocacy (n=229)	20	39	94	76

Figure 3: How would you rate your level of need for professional development on the following HEALTH EDUCATION TOPICS?

Health Education Topics	No Need	Low Need	Moderate Need	High Need
Mental and Emotional Health (n=228)	18	31	91	88
Healthy Eating & Physical Activity (n=229)	27	43	91	68
Personal Health and Wellness (n=228)	27	36	93	72
Promoting Safety and Prevent Unintended Injury and Violence (n=227)	22	46	99	60
Tobacco-Free Lifestyle (n=228)	47	61	73	47
Alcohol and Other Drug Free Lifestyle (n=228)	45	56	72	55
Sexual Health and Responsibility (n=228)	53	44	72	59

APPENDIX C:

Table 14: Please list any health and/or PE topics you would like to learn more about in **FUTURE TRAINING SESSIONS** with your District Health and PE Resource Teacher.

Future Topics (97 Respondents) n= 123 responses	
Physical Education Activities (23)	
<ul style="list-style-type: none"> • User Friendly Activities (8) <ul style="list-style-type: none"> ○ (C) Activities that can be taught to us so we can implement in our classes. Especially with the costs of these pieces being slightly somewhat cheaper than other equipment that is being used. ○ (H) Activities in which any person is able to teach. For instance, someone who is not physically active on a daily basis or someone who is not fitness oriented. ○ (H) I like participating in hands-on active workshops that address PE and health standards using different interactive strategies. ○ (K) I would like more PE activities we can do in the classroom. ○ (K) Quick physical activities to do in between Common Core lessons, lasting up to 2 minutes. ○ (L) Need ideas how to use equipment for activities ○ (WH) A specific research based PE program that can be assessed and used by all teachers. Not many PE teachers use this. ○ (WH) Easy games which require few equipment appropriate for grade 5 • Fitness (7) <ul style="list-style-type: none"> ○ (C) Exercise activities: Kettlebells, TRX Band training, Yoga ○ (EH) Brain gym. The importance of brain breaks. Studies about the brain and how we need to change what we are currently doing to improve overall health and academics. ○ (H) CrossFit ○ (H) It was fun to participate in the CA fitness challenge. Thank you for keeping us motivated! ○ (H) Reminders to get out and exercise were great! Thank you! ○ (H) Weight lifting ○ (M) Physical Fitness • Sports (5) <ul style="list-style-type: none"> ○ (H) Volleyball drills ○ (M) Soccer ○ (M) Spikeball ○ (M) Tennis ○ (W) Alternatives to team sports • Games (3) <ul style="list-style-type: none"> ○ (2: L, M) Games ○ (M) Non-traditional games/activities 	
Implementing and Integrating Health and PE (18)	
<ul style="list-style-type: none"> • Enhancing Health and PE (10) <ul style="list-style-type: none"> ○ (C) Application of programs like AVID in PE and Health ○ (H) Different methods to conduct a PE class ○ (H) How to implement physical education activities (introduction, process, etc.) ○ (H) How to implement a physical education program in all middle school grade levels ○ (H) PE and development of a personalized regular healthy maintenance regime/program for elementary-aged children ○ (H) Preschool PE ○ (L) Academy and AVID implementation in High School Physical Education 	

- (L) Data teaming in Health and Physical Education
- (M) I learned a lot about how to create quality health experiences for my students based on data and relevant needs. I would like to take a physical education course that has goal setting as part of it so I can teach PE more effectively.
- (M) I would love to learn how to set up a PE course that I could implement for an entire year. As of right now, I just take the students out every week & try to find a game for students to participate in.
- **Integration (5)**
 - (H) I would like to learn more about movement in the classroom, and integrating PE more in “core” classes
 - (K) I would like help pacing K-5 PE for my PE PTTs
 - (L) CCSS Literacy
 - (L) STEM
 - (M) PE lessons/activities that incorporate other core subjects. How to access, develop, and implement.
- **Management (3)**
 - (2-M) Classroom management during PE classes
 - (W) Class management tips/strategies

Curriculum (17)

- **Application (4)**
 - (C) How to change from a sports curriculum to actual physical/strength training practices
 - (C) Vertical alignment within complex/district
 - (L) Interdisciplinary curriculum
 - (M) Aligning elementary with middle school curriculum
- **Dr. Pangrazi (3)**
 - (K) New games and activities for students such as the Pangrazi workshop. Very helpful!
 - (L) I especially enjoyed Pangrazi and his classroom management and “stupid teacher trick.”
 - (W) More on Dr. Pangrazi’s dynamic instructional strategies in PE
- **Curriculum Planning and Sharing (3)**
 - (C) Would like a sharing of PE Curriculum/Ideas between Elementary schools. No one to discuss our profession with at our school. The only time is when we go to Workshops and see each other, but this is not one of the topics or no real sharing to pull ideas from one another.
 - (EH) Looking at year-long curriculum in terms of a breakdown of what to focus on each quarter
 - (WH) Resources aligned with state and national standards
- **Physical Education (3)**
 - (H) Adaptive strategies for engaging locomotor & manipulative skills with minimal resources available
 - (M) Fitness for Life texts
 - (WH) SPARKS training
- **Grading (2)**
 - (W) Quick easy grading ideas along with alignment to national standards, or curriculum and assessments that are quick that are aligned grade level wise to standards.
 - (W) Standards based grading for Physical Education classes
- **Decision-making (2)**
 - (H) Decision making for lower grades
 - (H) Decision making: Making Choices

Health Education (15)

- **Teaching Mental Health Topics (6)**
 - (3: K, M,W) Mental, emotional, and social health
 - (H) Mental and emotional health at elementary level
 - (H) Mental health needs in the gen ed setting
 - (K) Mental health and coping skills for youth
- **Health Topics (6)**
 - (H) Bullying
 - (H) Drug Awareness

- (H) Is 10th grade too late to teach Health? Are there any more initiatives to mandate health in middle school?
- (M) First Aid Certification and CPR Certification!
- (M) Health topics only grade 9-12
- (WH) How the body is a filter and the types of body filters we have and use
- **Stress Management (3)**
 - (H) Coping with stress
 - (H) Stress relief and target focusing- maybe yoga
 - (L) Physical activity for de-stressing, rehab, pre-hab

Technology (9)

- **Incorporating into Physical Education (6)**
 - (C) Technology
 - (EH) More technology and education
 - (K) More on technology integration in the PE classroom.
 - (W) How to incorporate more technology when everything needs to be transported to a designated area without securing equipment under lock and key - no gym, classroom for teaching
 - (W) Utilizing technology in PE
 - (WH) Technology in Physical Education
- **Resources (3)**
 - (H) We would like to get trained on and purchase our own tanita scale
 - (W) Support with ipads class set (just to borrow for fitness testing, with Google Doc for fitness assessment that I can borrow for fitness testing so data is stored.
 - (W) Using Google Classroom

New Resources and Information (7)

- **Funding (2)**
 - (K) More funding opportunities for building a diverse equipment arsenal.
 - (W) Resources for equipment purchase
- **Networking (2)**
 - (C) I would like to learn more about what other schools are doing within their programs. IE activities for fitness, how they are aligned to standards, what assessments are they using and how to implement National standards.
 - (K) How the community could be involved to educate the students. Rather than teacher telling the students they could visit a clinic and giving them a brochure, a representative could come in and talk to the students.
- (EH) The impact of physical activity on academics. I think if more information could be shared we could have more schools buy in to supporting physical education and health education but instead more time is decreased in these areas to increase academics.
- (L) I enjoyed our instructional time with our District RT, she offered us many resources we did not know about or were unable to afford.
- (W) Always appreciate new games

Student Engagement (3)

- (K) How to best engage students that refuse to dress out for class
- (M) How to motivate students to participate in more outdoor activities especially after school and on the weekends instead of staying indoors and playing video games or watching television.
- (WH) Motivating middle school grades 7 and 8 for physical education class

Collaboration (3)

- (K) Team building activities
- (M) Programs for students and parents
- (M) Recreational teams for students

General Professional Development (2)

- (L) I always enjoy learning more in the field and benefit from all the workshops given

- (M) I would be interested in attending any health/PE training as it is an area in which I could improve in my teaching. It's an area that I under teach. I'd be especially interested if the trainings were offered for PD credit because that's the motivation I need to apply what I learned after the training is over.

Sex Education (2)

- (H) Need some new approaches to getting students to listen regarding risky behaviors (sex, pregnancy, birth control, STDs, drugs). My better tenth graders assess their peers as hearing the information in class and at assemblies but ignoring the information and behaving irresponsibly anyway. When inquiring about peer education on these topics, most students think their peers will just continue their behaviors and pooh-pooh the information with a sort of teen arrogance. At my school, we are considering a peer group made up of high school students to go talk to the middle school students in hopes they might listen to the high school kids.
- (M) Sex Ed, STIs, LGBTQ

Miscellaneous (2)

- (EH) I am a resource at the school so please disregard my answers regarding Standards based learning. I do not have to opportunity to teach them.
- (L) I look forward to working with her again in the coming school year.

None (22)

- (10: 2-EH, 2-H, 2-M, 2-W, C, WH) Not Applicable
- (4: C, H, M, WH) None
- (2: H, M) Not at this time
- (H) Cannot think of any topics at the moment
- (H) No comment regarding this topic
- (H) No other
- (M) I am happy with the current content being covered.
- (M) Not Sure
- (WH) Cannot think of anything

APPENDIX D:

Table 15: Please share any **ADDITIONAL COMMENTS OR QUESTIONS.**

Additional Comments/Questions (32 respondents) N= 34 responses	
More Resources for Health, PE, and Technology (10)	
<ul style="list-style-type: none"> • Technology (4) <ul style="list-style-type: none"> ○ (M) Our District RT was instrumental in helping Lokelani Intermediate School understand and utilize the PolarGoFit system, which enables both teachers and students to utilize technology to assess every students' physical activity potential and allows a platform for them to self-assess themselves. ○ (M) PolarGoFit was a major success in my classes! ○ (W) If you need any support and would definitely like to borrow ipads for fitness assessment connected to google docs if can, if no can understand, aloha for all the help thru the years. ○ (WH) Without reliable speakers in my classroom, the block rocker speakers that I borrowed helped me with showing health videos and Go Noodle. The microphone on the block rocker was useful for sharing of reports, some of which included health related topics such as healthy foods choices and exercising for a healthy heart. • Health Education (2) <ul style="list-style-type: none"> ○ (H) My apologies for submitting this late. Thank you for giving serious consideration to those topics that will enhance the health of our youth. ○ (K) If it were not for these classes, chances are slim that I would teach a full lesson cycle for health standards/objectives. The young students love these health lessons. • Lending Library (2) <ul style="list-style-type: none"> ○ (WH) Having the lending library of PE equipment was helpful. ○ (WH) We need to have a Physical Education equipment library housed in a secure container accessible to our campus on a regular and daily basis with enough equipment to service a whole class (i.e. 25 basketballs, 25 soccer balls, etc.) • Grants and Workshop Opportunities (1) <ul style="list-style-type: none"> ○ (EH) Please keep us informed about the upcoming grant and workshop opportunities. I would like to attend conferences and to better help my school community. • More Teachers (1) <ul style="list-style-type: none"> ○ (WH) We need a full-time and fully funded PE teacher! 	
District Resource Teachers (8)	
<ul style="list-style-type: none"> • Valuable Asset (4) <ul style="list-style-type: none"> ○ (H) Thank you to our District Resource Teacher, for your continued support and expertise with Health and PE in our Honolulu District! ○ (L) RTs are a valuable and functional resource. Invaluable assistance regularly rendered. ○ (M) Having our District Health and PD Resource Teacher was a huge asset to our school for our month long focus on Health and Wellness with an end result of a day long Wellness Day. It was wonderful to be able to have her as a resource! ○ (M) Our District RT is a great resource teacher for Maui! • Accessible (2) <ul style="list-style-type: none"> ○ (WH) Our District RT was a great help in our resources and we appreciate his hard work and efforts. He was very accessible and efficient in his delivery and were able to complete most of our goals because of his efforts. ○ (WH) We were fortunate to have our District RT come on a monthly basis to work with the kids. When he wasn't here the kids practiced weekly the skills he taught them. It is a very valuable asset to the complex. In fact he is the only person from district to be visible. 	

- **Engaging Training Events (2)**

- (K) The courses that I have taken from my District RT are always engaging as well as informative.
- (M) I really enjoy my District RT's training. I love her enthusiasm and passion for teaching PE/Health and helping teachers to do the same. She is on my short list trainers that I believe offer the best PD and from whom I would happily take another course.

Curriculum, Standards, and Guidelines (5)

- **Pre-School Curriculum (2)**

- (H) HELDS is being implemented at the preschool level.
- (H) Preschool is not using the same Curriculum as the grammar and high school students.

- **National and State Standards (2)**

- (L) Hawaii should adopt the national PE standards (no more HCPS III)
- (M) I spoke to our District RT and asked is there any way we could develop our own PE standards for the state. I know time and resources are limited and this would be a huge task to complete but with the expertise we have here in the state in regards to PE we could create something that would benefit the students and teachers of Hawaii. It could be unique but at the same time still follow along the lines of National Standards and HCPS III.

- **Wellness Guidelines (1)**

- (W) For the new health and wellness guidelines, who is going to hold our school accountable? We need someone to check and see how our school is doing throughout the year and not just when the SAWS report is due.

Positive Feedback and Thanks (3)

- (EH) All good
- (K) Thank you for all the hard work and support!
- (WH) Thank you!

Miscellaneous (1)

- (M) Yes

None (7)

- (3: 2-M, H) None
- (2: H, W) Not Applicable
- (M) I was unable to answer some of the questions simply because it is outside of my job area and knowledge.
- (M) None at this time