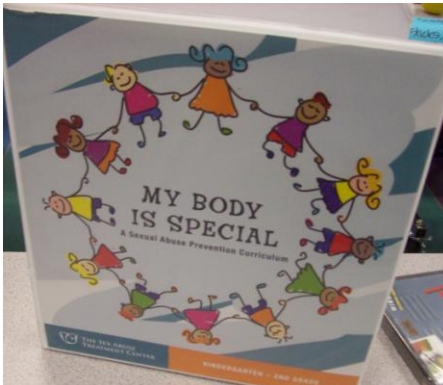




Leeward District Workshop

FLASH Curriculum

October 24, 2011



Evaluation Report

2011-2012 SY

Submitted in August 2012
by the Healthy Hawaii Initiative Evaluation Team

DISTRICT WORKSHOP SUMMARY

Course Objectives

Leeward District's *Family Life and Sexual Health (FLASH) workshop* was held on October 24, 2011 at August Ahrens Elementary School. This training was led by Health and Physical Education District Resource Teacher, Julienne Nakano. The workshop agenda included an overview of the 2009 Hawaii Youth Risk Survey Results, Literacy Strategies that address Sexual Health, Role-Modeling Lessons and a Review of Resources. There were five desired outcomes of the workshop.

1. Participants will be knowledgeable of literacy strategies that promote effective approaches in communicating sexual health education and other health-related topics
2. Participants will have applications for youth and their families in the areas of human sexuality and health
3. Participants will be knowledgeable about the reproduction, puberty, family relationships, and issues of sexuality
4. Participants will complete and submit an online evaluation
5. Participants will be knowledgeable of how to contact the district resource teacher for on-site technical support during or after implementation

Participant Background

All results are based on valid percentages, or the total number of participants who responded to each question. Participant background information was obtained from sign-in sheets that were collected at the workshop. Fourteen (14) participants attended the training.

As displayed in Table 1, the largest group of participants were classroom teachers (n=12, 85.7%), followed by school counselors (n=2, 14.3%). All participants worked at the elementary level.

Table 1: Position with current employer (n=14)

Content Area	n	%
Classroom Teacher	12	85.7
School Counselor	2	14.3
TOTAL responses	14	100.0

Participants were asked to state how long they have been teaching Health Education (HE). There was a wide range of responses, however, the largest group of participants indicated having *6-10 years* of teaching experience (n=4, 28.6%) (Table 2).

Table 2: How long have you taught Health Education? (n=14)

Number of Years	n	%
Do not teach HE	3	21.4
First year	2	14.3
1-5 years	3	21.4
6-10 years	4	28.6
10+ years	2	14.3
TOTAL responses	14	100.0

Table 3 illustrates that most participants work in the Waipahu complex (n=8), followed by the Campbell complex (n=5).

Table 3: What district and complex do you teach/work in? (n=14)

Leeward (14)
Waipahu (8)
Campbell (5)
Pearl City (1)
Nanakuli (0)
Waianae (0)
Waipahu (0)

POST WORKSHOP EVALUATION

Competency in Health Education Standards

At the conclusion of the workshop, participants were asked to complete a post workshop evaluation to rate their level of competency in seven areas of the Health Education Standards using the 4-point evaluation scale below. Participants were asked to indicate if they were (1) *Unaware*, (2) *Aware*, (3) *Knowledgeable*, or (4) *Proficient* in various areas of the HE Standards.

Evaluation Scale

- 1= Unaware** (Unable to identify the concepts or skills)
2= Aware (Able to identify the concept or skills but have a relatively limited ability to perform the skill)
3= Knowledgeable (Able to identify use/apply and describe the skill)
4= Proficient (Able to teach the skill to others)

All 14 participants completed the workshop evaluation for a 100.0% response rate. Most participants rated themselves as being *Aware or Knowledgeable* of the Health Education Standards (Table 4). The highest rated areas were “Developmentally appropriate strategies/activities” (average score=3.14 out of 4.00). The second highest rated area was “Standards Based Lessons” (average score=2.93) and the third was “Standards Based Toolkit” (average score=2.86).

Table 4: Please rate your level of competency in the following areas (n=14)

Areas of HE Standards	1 =Unaware n (%)	2 =Aware n (%)	3=Knowledgeable n (%)	4=Proficient n (%)	Average Score
Standards Based Toolkit	-	5 (35.7)	6 (42.9)	3 (21.4)	2.86
Standards Based Lessons	-	4 (28.6)	7 (50.0)	3 (21.4)	2.93
Standards Based Assessment	-	8 (57.1)	4 (28.6)	2 (14.3)	2.57
Standards Record Keeping	1 (7.1)	8 (57.1)	3 (21.4)	2 (14.3)	2.43
Standards Based Grading	1 (7.1)	5 (35.7)	7 (50.0)	1 (7.1)	2.57
Technology for Standards Based Instruction	1 (7.1)	5 (35.7)	4 (28.6)	3 (21.4)	2.69
Developmentally Appropriate Strategies/Activities	-	3 (21.4)	6 (42.9)	5 (35.7)	3.14

Overall Workshop Evaluation

The overall evaluation of the *FLASH* training was very positive. Participants were asked to rate their level of agreement on the overall effectiveness of the workshop on a 5-point scale from 1 (*very poor*) to 5 (*excellent*). The majority of the participants rated the overall content (new ideas, materials and strategies), organization, and quality of the training as *Good* or *Excellent* (Table 5).

Respondents were also asked if they agreed with specific statements regarding the presentation, objectives, and content of the workshop. Most of the participants *Agreed* or *Strongly Agreed* with these items (Table 6). Tables 5 and 6 provide the mean (average) and standard deviation (SD) for each item.

Table 5: Overall workshop comments (n=14)
(5 = Excellent; 1 = Very Poor)

	Mean	SD
Knowledge of Health Education Standards	3.71	.994
Overall content of presentation	4.79	.426
Overall organization	4.79	.426
Overall quality	4.79	.426

Table 6: General workshop evaluation (n=14)
(5 = Strongly Agree, 1 = Strongly Disagree)

	Mean	SD
Content/information presented will be utilized to support standards-based instruction	4.79	.426
Material/curriculum distributed in the workshop will be helpful/relevant to my implementation of standards-based instruction	4.79	.426
The stated objectives of the workshop/meeting have been accomplished	4.79	.426
Presenters were well informed	4.93	.267
I intend to share this information with others that did not attend	4.71	.611

Lessons Learned

Respondents were asked to answer the open-ended question, “What is the most important thing you learned today and how will you apply it in your classroom?” As shown in Table 7, the comments were divided into two themes: “Using Appropriate and Accurate Language” and “Lessons”. The majority of the participants described their comfort level with the material and the appropriate content and language they learned from the workshop. Some of the participants also commented on the importance of the curriculum and lesson plans.

Table 7: What is the most important thing you learned today and how will you apply it in your classroom? (n=13)

Using Appropriate and Accurate Language (7)
<ul style="list-style-type: none">• How to respond to variety of questions, and types of student questions• Use correct terminology• When topics deviate and are personal, need to have them talk to their parents• Appropriate language• To think twice before answering• Do the questions pertain to what is being taught• Understand what should be told to the students and how to do it effectively
Lessons (6)
<ul style="list-style-type: none">• Being able to teach the lessons in the Flash booklet (2)• Lessons appropriate, Curriculum• Teaching Flash• Which lessons/topics are related to 5th grade standards/benchmarks• Activities to use when teaching sex ed

Future Topic Suggestions

Respondents were asked to name three topics that they would like to learn more about during future training sessions. As shown in Table 8, participants were interested in a range of topics such as additional health curricula and tennis.

Table 8: What future topics are you interested in learning more about? (n=4)

Health Topics and PE Activities (3)
<ul style="list-style-type: none">• Teaching other health curriculum• Health and physical education activities like tennis• Topics on the human body system
Other (1)
<ul style="list-style-type: none">• How to differentiate the slang that the students may use outside

CONCLUSION

Overall, the *Sexual Family Life and Sexual Health (FLASH)* training was well received. After the completion of the workshop, most participants rated their competency in Health Education Standards as either *Aware or Knowledgeable*.

On a 5-point scale, most respondents rated the overall content, organization, and quality of the training as *Good* or *Excellent*. Most of the respondents *Agreed* or *Strongly Agreed* that the workshop objectives were accomplished, that the materials were useful, and that the presenters were well informed. All participants also *Agreed* or *Strongly Agreed* that the material/curriculum distributed in the workshop is relevant and that they will utilize the content/information presented to support standards-based instruction.

Recommended topics for future workshops include additional health curricula, topics on the human body, and understanding student slang and language used outside class.