



Honolulu District Workshop

SPARK Curriculum and Garmin Heart Rate Training



Evaluation Report

2011-2012 SY

Submitted in August 2012
by the Healthy Hawaii Initiative Evaluation Team

DISTRICT WORKSHOP SUMMARY

Instructors and Course Objectives

Honolulu District's *SPARK* Curriculum and *Garmin Heart Rate Training* was held on Wednesday, October 12, 2011 at Jarrett Middle School. This training was led by District Health and Physical Education Resource Teacher, Denise Darval-Chang. The workshop included an introduction to Garmin activities and SPARK curriculum lessons. The objectives and goals of this workshop were the following:

Overall Workshop Objective: Provide standards-based lessons in physical education

Goal 1: Improve student achievement through standards-based education.

Objective 1.1: Require standards-based curriculum, instruction, and assessment in all classrooms that reflect rigor, relevance, and relationships (Three Rs).

Goal 2: Provide comprehensive support for all students.

Objective 2.1: Provide a focused and responsive system of supports to strengthen the social, emotional and physical well-being of all students.

Objective 2.2: Provide students with expanded learning opportunities that support standards-based education through partnerships with families and the community.

Participant Background

All results are based on valid percentages, or the total number of workshop participants who responded to each question. Participant background information was obtained from sign-in sheets that were collected at the workshop. Eight (8) participants attended the training. Table 1 illustrates that the majority of the participants worked in elementary schools (n=5, 62.5%).

Table 1: What grade do you primarily work with? (n=8)

Grade Level	n	%
Elementary School	5	62.5
High School	1	12.5
All Grade Levels (K-12)	1	12.5
Not applicable	1	12.5
TOTAL responses	8	100.0

As displayed in Table 2, the largest group of participants were PE teachers (n=5, 62.5%). The majority of teachers have been teaching PE for 5 years or less as shown in Table 3 (n=4, 66.6%).

Table 2: Position with current employer (n=8)

Content Area	n	%
PE Teacher	5	62.5
PE/Health Teacher	1	12.5
District Resource Teacher	1	12.5
Other (Community member)	1	12.5
TOTAL responses	8	100.0

Table 3: How long have you taught Physical Education? (n=6)

Number of Years	n	%
First year	2	33.3
1-5 years	2	33.3
6-10 years	1	16.7
10+ years	1	16.7
TOTAL responses	6	100.0

Participants worked in both the Leeward (n=3) and Honolulu districts (n=2) (Table 4). Of the remaining participants that were not associated with a particular public school, one teacher taught at the district-level, one worked at a charter school, and the other was a community member (n=3).

Table 4: What district and complex do you teach/work in? (n=5)

Honolulu (2)	Leeward (3)
Roosevelt (2)	Waipahu (2)
Farrington (0)	Pearl City (1)
Kaimuki (0)	Campbell (0)
Kaiser (0)	Kapolei (0)
Kalani (0)	Nanakuli (0)
McKinley (0)	Waianae (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 Physical 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 Physical Education 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)

Of the 8 participants, 5 completed the workshop evaluation for a 62.5% response rate. Most participants rated themselves as being *Knowledgeable* of the Health Education Standards (Table 5). The two highest rated competency areas were “Developmentally appropriate strategies/activities” (average score=3.20 out of 4.00), and “Standards Based Toolkit” (average score=3.20). The two lowest rated areas were “Standards Based Record Keeping” (average score=2.60), and “Standards Based Grading” (average score=2.80).

Table 5: Please rate your level of competency in the following areas (n=5)

Areas of HE Standards	1 =Unaware n (%)	2 =Aware n (%)	3=Knowledgeable n (%)	4=Proficient n (%)	Average Score
Standards Based Toolkit	-	1 (20.0)	2 (40.0)	2 (40.0)	3.20
Standards Based Lessons	-	1 (20.0)	3 (60.0)	1 (20.0)	3.00
Standards Based Assessment	-	1 (20.0)	3 (60.0)	1 (20.0)	3.00
Standards Record Keeping	-	3 (60.0)	1 (20.0)	1 (20.0)	2.60
Standards Based Grading	-	2 (40.0)	2 (40.0)	1 (20.0)	2.80
Technology for Standards Based Instruction	-	1 (20.0)	3 (60.0)	1 (20.0)	3.00
Developmentally Appropriate Strategies/Activities	-	-	4 (80.0)	1 (20.0)	3.20

Overall Workshop Evaluation

The overall evaluation of the *SPARK and Garmin* 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 content (new ideas, materials, and strategies), organization, and quality of the training as *good or excellent* as shown in Table 6.

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 statements (Table 7). Tables 6 and 7 provide the mean (average) and standard deviation (SD) for each item.

Table 6: Overall workshop comments (n=6)
(5 = Excellent; 1 = Very Poor)

	Mean	SD
Knowledge of Health Education Standards	3.67	.516
Overall content of presentation	4.50	.548
Overall organization	4.50	.548
Overall quality	4.50	.548

Table 7: General workshop evaluation (n=6)
(5 = Strongly Agree, 1 = Strongly Disagree)

	Mean	SD
Content/information presented will be utilized to support standards-based instruction	5.00	.000
Material/curriculum distributed in the workshop will be helpful/relevant to my implementation of standards-based instruction	5.00	.000
The stated objectives of the workshop/meeting have been accomplished	5.00	.000
Presenters were well informed	4.83	.408
I intend to share this information with others that did not attend	4.67	.516

Lessons Learned

Participants were asked to respond to 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 8, the comments were divided into three categories. The majority of the participants remarked that the most important thing they learned related directly to the SPARK program and learning new skills.

Table 8: What is the most important thing you learned today and how will you apply it in your classroom? (n=8)

SPARK (3)
<ul style="list-style-type: none">• Better knowledge of SPARK• Utilization of assessment through SPARK activities• New activities for the SPARK program
New skills, approaches and equipment (3)
<ul style="list-style-type: none">• Different ways to use equipment• Keeping the students active• New activities that can make learning new skills and exercises more interesting and fun
Other (2)
<ul style="list-style-type: none">• It is a great assessment tool for teachers and students• That we need funding to purchase this technology

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 9, participants were primarily interested in learning more activities and sports (e.g. rainy day activities, dances). There was also an interest in health related topics (n=3).

Table 9: What future topics are you interested in learning more about? (n=12)

PE Activities and Sports (6)
<ul style="list-style-type: none">• Hawaiian activities/games• Rainy day activities• Basic activities• Dances for elementary students• Rugby• Lacrosse
PE Equipment (2)
<ul style="list-style-type: none">• Using resistance bands in the classroom• Pedometers
Health Topics (2)
<ul style="list-style-type: none">• Nutrition• Health
PE Programs and Curriculum (2)
<ul style="list-style-type: none">• More upcoming PE programs• Fitness for life• Pedometers

CONCLUSION

Overall, the *SPARK and Garmin* training was well received. After the completion of the workshop, most participants rated their competency in Physical Education Standards as *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. 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 PE activities such as dancing, rugby and lacrosse, as well as training sessions with PE equipment (e.g., pedometers and resistance bands), and additional nutrition and PE curricula.