

# PDE3 Course Evaluation Results

2014-2015 School Year



## Kauai District: Common Core Based Health & Physical Education

Professional Development Education, Empower, and Excel (PDE3) courses provide an in-depth professional development opportunity for Hawaii Department of Education teachers and staff. PDE3 courses typically require a minimum of 16 to 24 hours of contact time (2-3 credits) and involve a commitment from teachers outside of regular school hours. Kauai Health and Physical Education District Resource Teacher, Michelle Jenkins, offered a PDE3 course entitled *Common Core Based Health & Physical Education* to teachers in the Kauai District from January 2015 to April 2015. Objectives of this course included connecting health and PE activities to the Common Core as well as a physical activity leadership training by SHAPE America. Course participants were encouraged to collaborate with other teachers to design aligned lessons.

Several types of evaluation data were collected from the PDE3 participants including a 13-item pre-post evaluation, an online survey, portfolio submission, reflection forms, and sign-in sheets. The data will be used to assess attendance, the usefulness of the training, knowledge change, and to determine if the training material was successfully implemented in the classroom.

On the first and last day of the PDE3 course, the instructor distributed a brief pre-post evaluation to the participants. Sixteen participants completed the pre-post survey. On the pre-post survey, participants were asked to rate their confidence and ability on 13 instructional tasks related to benchmarks and assessment on a 4-point scale, where: 1 = *Not at all confident*; 2 = *Somewhat confident*; 3 = *Confident*; and 4 = *Very confident*. The results for these 13 tasks are divided by health education, physical education, common core and assessment. The mean score and standard deviation (SD) for all 13 tasks increased by the end of the *Common Core Based Health & Physical Education* PDE3 course (Tables 1-4).

Table 1: Summary of confidence levels on **Health Education** tasks

Pre-Post Survey Items	Pre (mean, SD) (n=16)	Post (mean, SD) (n=16)
I can use benchmark maps to select specific Hawaii Content & Performance Standards III (HCPS III) health education benchmarks	2.4 (0.8)	3.5 (0.5)
I can use health education benchmarks to teach	2.1 (0.8)	3.5 (0.5)
I can create and use performance assessment tasks to assess whether or not students meet the HCPS III benchmarks in health education	2.0 (0.8)	3.5 (0.5)

Table 2: Summary of confidence levels on **Physical Education** tasks

Pre-Post Survey Items	Pre (mean, SD) (n=16)	Post (mean, SD) (n=16)
I can use benchmark maps to select physical education benchmarks	<b>2.5</b> (0.8)	<b>3.6</b> (0.4)
I can use physical education benchmarks to teach	<b>2.5</b> (0.8)	<b>3.6</b> (0.4)
I can create and use performance tasks to assess whether or not students meet the benchmarks in physical education	<b>2.1</b> (0.9)	<b>3.6</b> (0.4)

Table 3: Summary of confidence levels on **Common Core** tasks

Pre-Post Survey Items	Pre (mean, SD) (n=16)	Post (mean, SD) (n=16)
I can use Common Core State Standards to teach	<b>2.8</b> (0.9)	<b>3.5</b> (0.5)
I can align health & physical education benchmarks to Common Core State Standards	<b>1.8</b> (0.8)	<b>3.4</b> (0.7)
I can integrate Common Core Standards when teaching health & physical education	<b>1.9</b> (0.7)	<b>3.5</b> (0.6)
I can integrate health & physical education benchmarks in the classroom when teaching Common Core ELA/math	<b>1.6</b> (0.6)	<b>3.5</b> (0.6)

Table 4: Summary of confidence levels on **Assessment** tasks

Pre-Post Survey Items	Pre (mean, SD) (n=16)	Post (mean, SD) (n=16)
I can design rubrics for my assessment tools	<b>2.8</b> (0.6)	<b>3.5</b> (0.5)
I can use student work to plan, re-teach, and evaluate my program	<b>2.8</b> (0.7)	<b>3.6</b> (0.5)
I can evaluate student learning by using student work	<b>2.9</b> (0.6)	<b>3.5</b> (0.5)

Figures 1 to 13 show the individual breakdown of confidence levels for each of the 13 questions. All of the bars displayed in **orange** represent the pre-test data, while **green** reflects the post-test data. Totals may not equal 100% exactly due to rounding.

## HEALTH EDUCATION

In Figure 1, 37.5% of teachers indicated at the start of the course that they were *confident* or *very confident* in using benchmark maps to select specific HCPS III health education benchmarks. This increased to 100% by the end of the course.

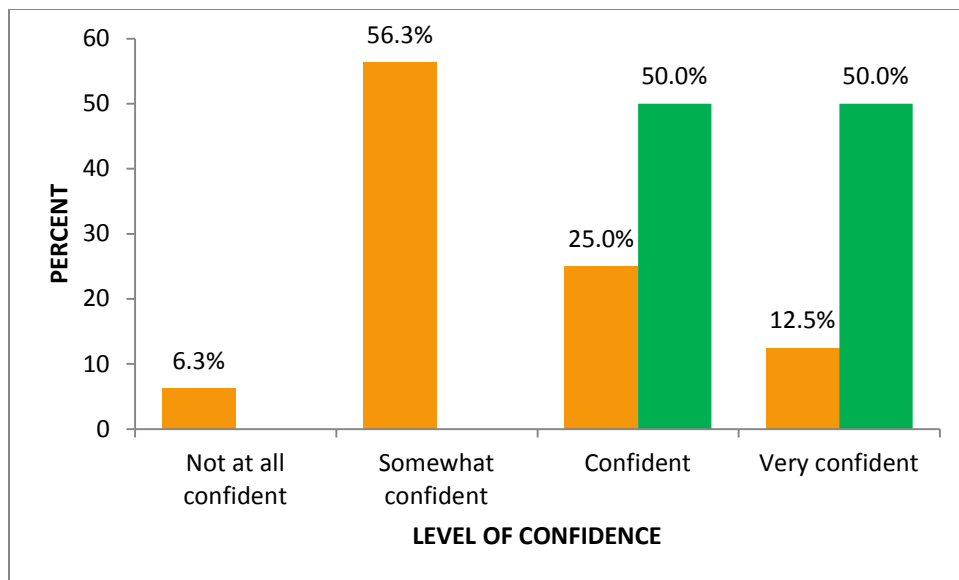


Figure 1. I can use benchmark maps to select specific HCPS III health education benchmarks

Figure 2 shows that 31.3% of teachers indicated that they were *confident* or *very confident* at the start of the course in using health education benchmarks to teach. By the end of the course, this increased to 100%.

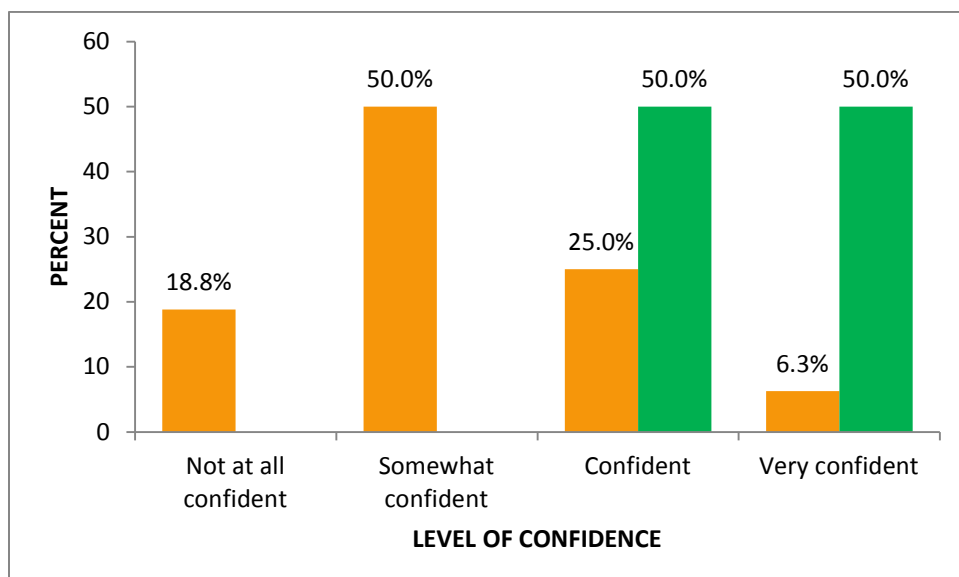


Figure 2. I can use HCPS III healthy education benchmarks to teach

In Figure 3, 18.8% of teachers indicated that they were *confident* or *very confident* at the start of the course in creating and using performance assessment tasks to assess whether or not students meet the benchmarks in health education. This also increased to 100% by the end of the course.

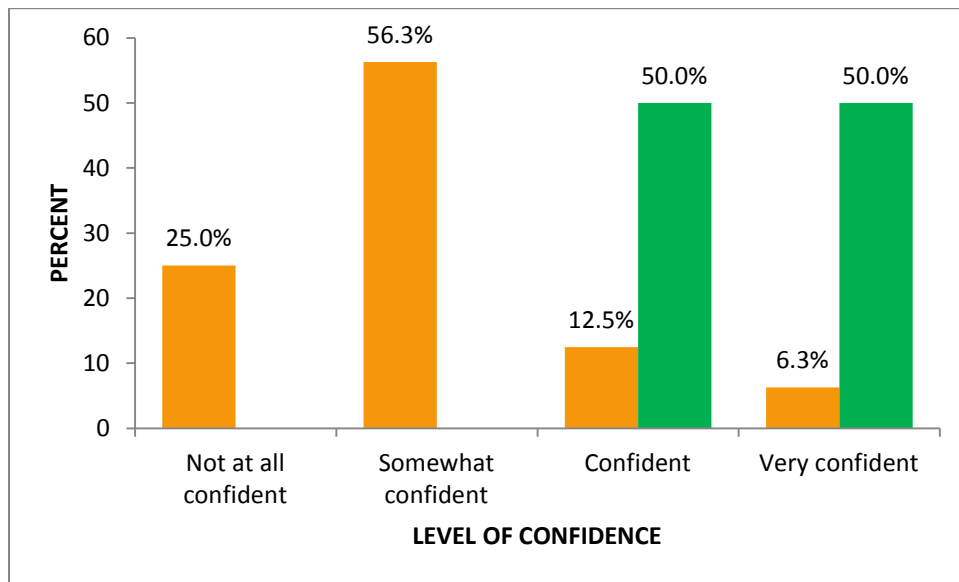


Figure 3. *I can create and use performance assessment tasks to assess whether or not students meet the HCPS III benchmarks in health education*

## PHYSICAL EDUCATION

Figure 4 shows that 43.8% of teachers indicated that they were *confident* or *very confident* at using benchmark maps to select specific physical education benchmarks at the start of the course. This increased to 100% by the end of the course.

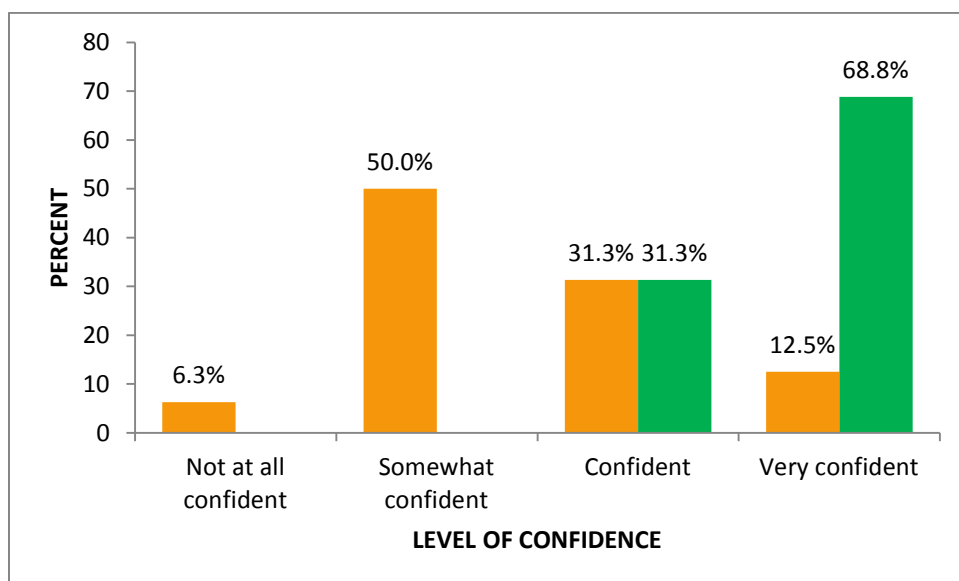


Figure 4. *I can use benchmark maps to select specific HCPS III physical education benchmarks*

In Figure 5, 56.3% of teachers indicated that they were *confident* or *very confident* at the start of the course in using physical education benchmarks to teach, and this increased to 100% by the end of the course.

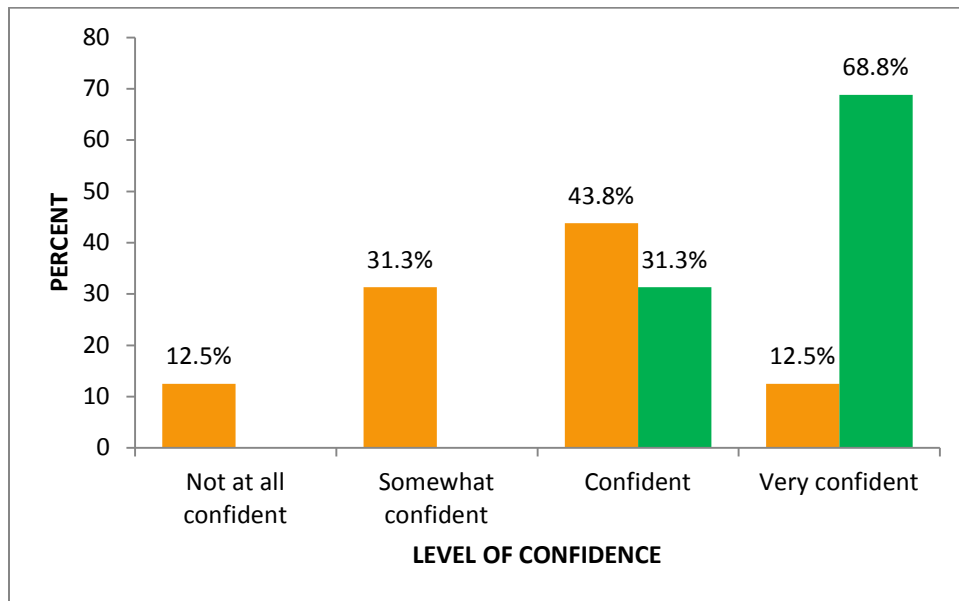


Figure 5. *I can use HCPS III physical education benchmarks to teach*

Figure 6 shows that 31.3% of teachers indicated at the start of the course that they were *confident* or *very confident* in creating or using performance tasks to assess whether or not students meet benchmarks for physical education. This increased to 100% by the end of the course.

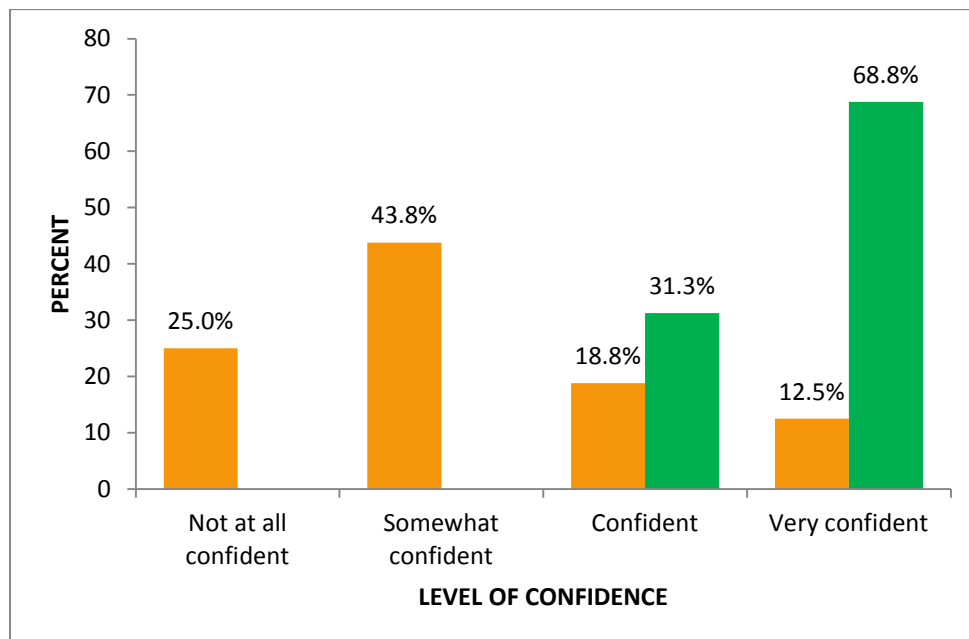


Figure 6. *I can create and use performance tasks to assess whether or not students meet the HCPS III benchmarks in physical education*

## COMMON CORE

In Figure 7, 68.8% of teachers indicated that they were *confident* or *very confident* in using Common Core State Standards to teach. By the end of the course, this increased to 100%.

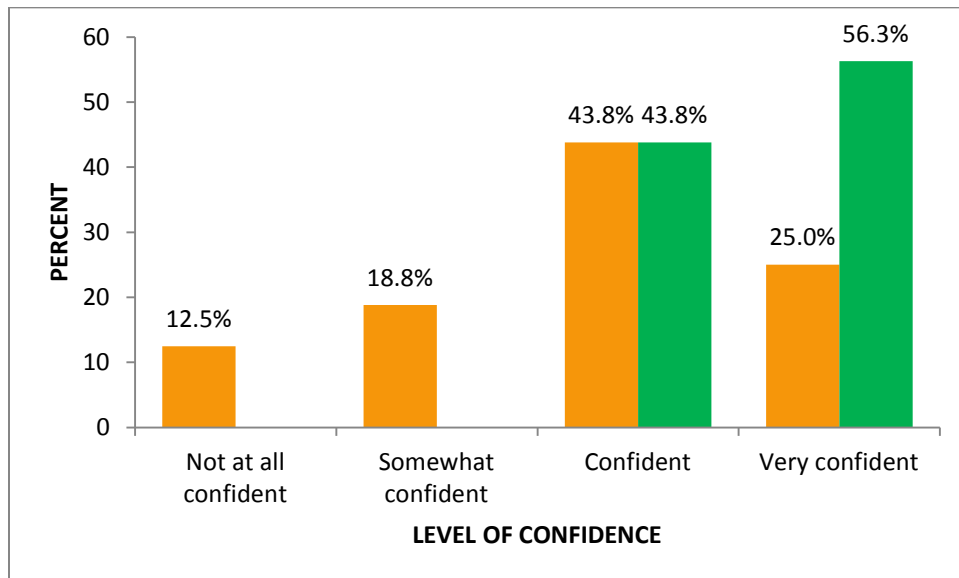


Figure 7. I can use Common Core State Standards to teach

Figure 8 shows that 18.8% of teachers were *confident* or *very confident* at the start of the course in aligning health and physical education benchmarks to Common Core State Standards. This increased to 87.6% at the end of the course.

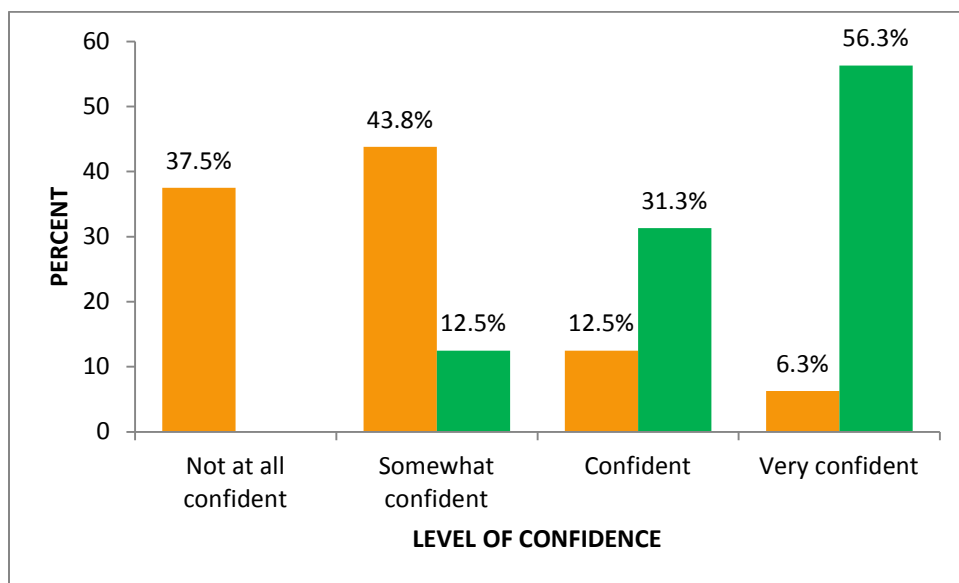


Figure 8. I can align HCPS III health & physical education benchmarks to Common Core State Standards

In Figure 9, 12.6% of teachers indicated that they were *confident* or *very confident* in integrating Common Core Standards when teaching health & physical education. This increased to 93.8% at the end of the course.

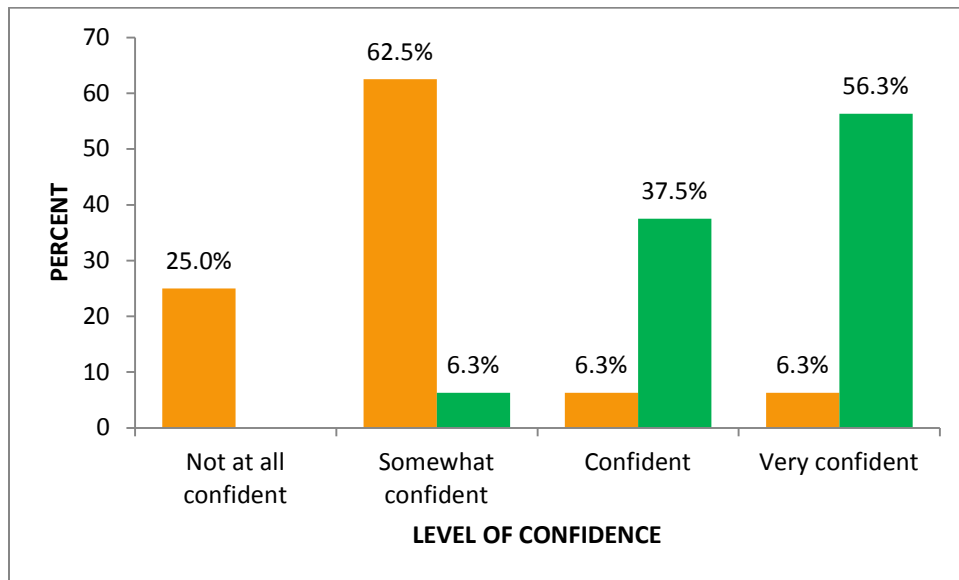


Figure 9. I can integrate Common Core Standards when teaching health & physical education

Figure 10 shows that 6.3% of teachers were *confident* or *very confident* in integrating health & physical education benchmarks in the classroom when teaching Common Core ELA/math. This increased to 93.8% at the end of the course.

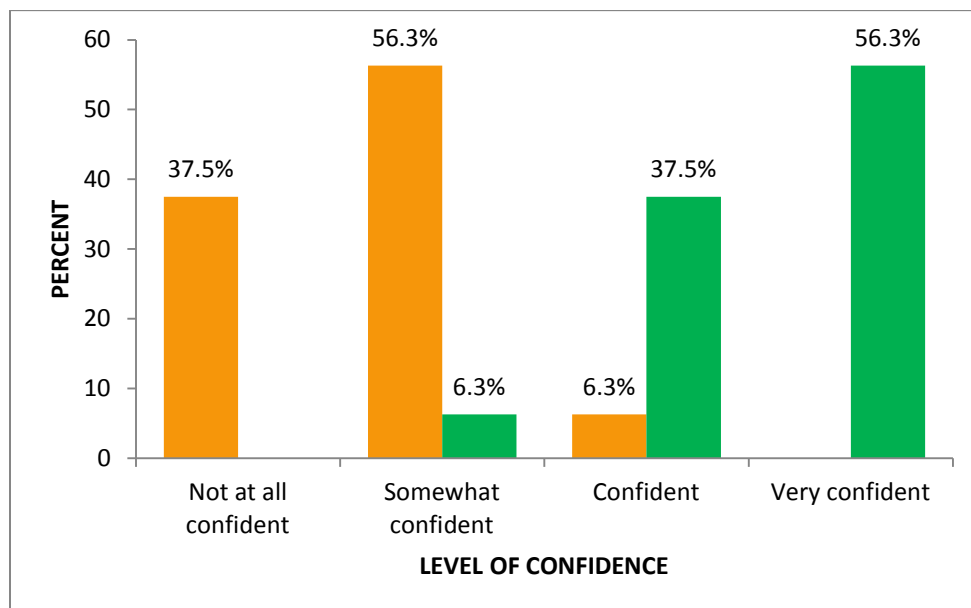


Figure 10. I can integrate health & physical education benchmarks in the classroom when teaching Common Core ELA/math

## ASSESSMENT AND EVALUATION

In Figure 11, 68.8% of teachers indicated that they were *confident* or *very confident* in designing rubrics for their assessment tools. This increased to 100% at the end of the course.

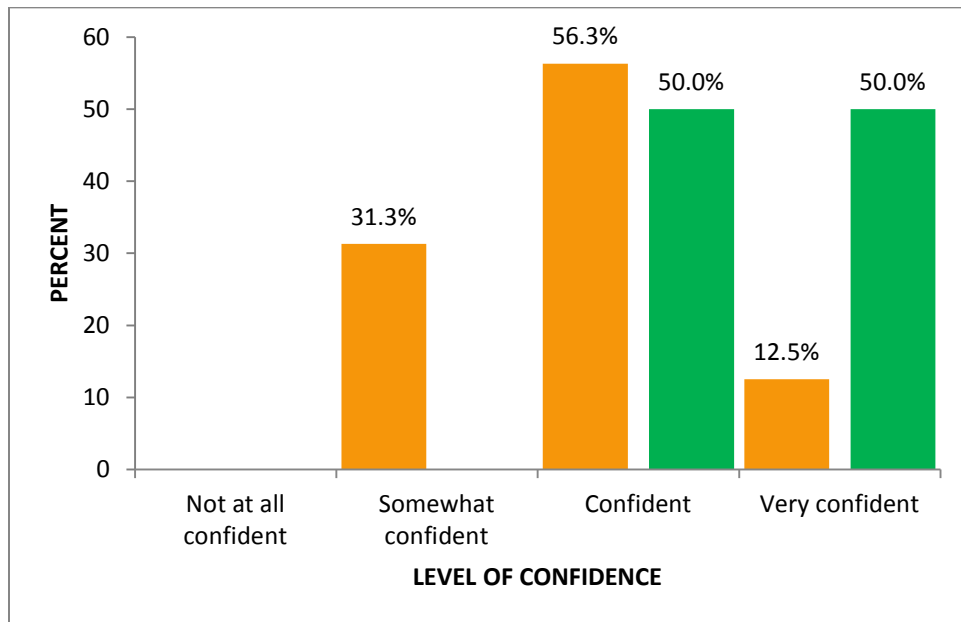


Figure 11. *I can design rubrics for my assessment tools*

Figure 12 shows that 68.8% of teachers indicated they were *confident* or *very confident* in using student work to plan, re-teach, and evaluate their programs. This increased to 100% at the end of the course.

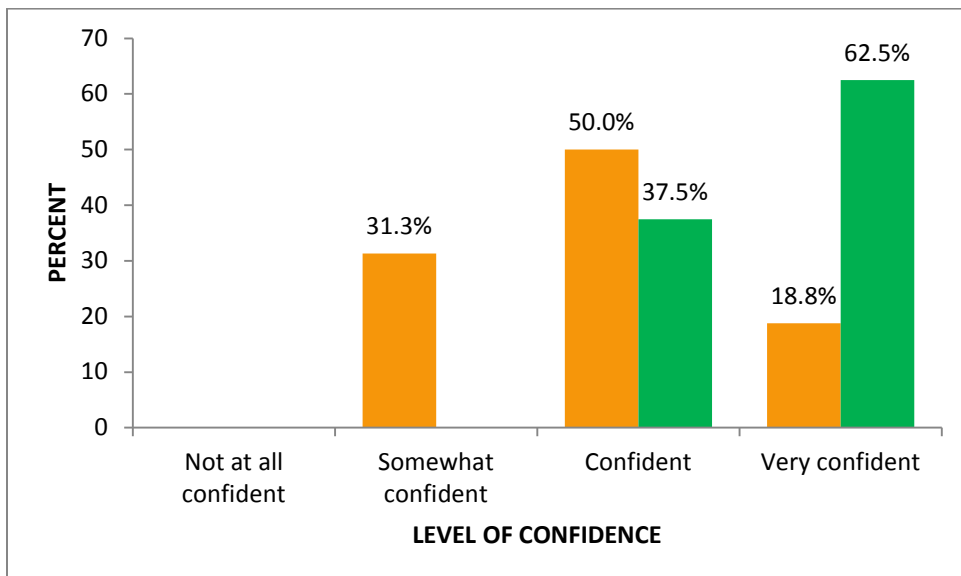


Figure 12. *I can use student work to plan, re-teach, and evaluate my program*

In Figure 13, 75.1% of teachers indicated that they were *confident* or *very confident* in evaluating student learning by using student work. This increased to 100% at the end of the course.

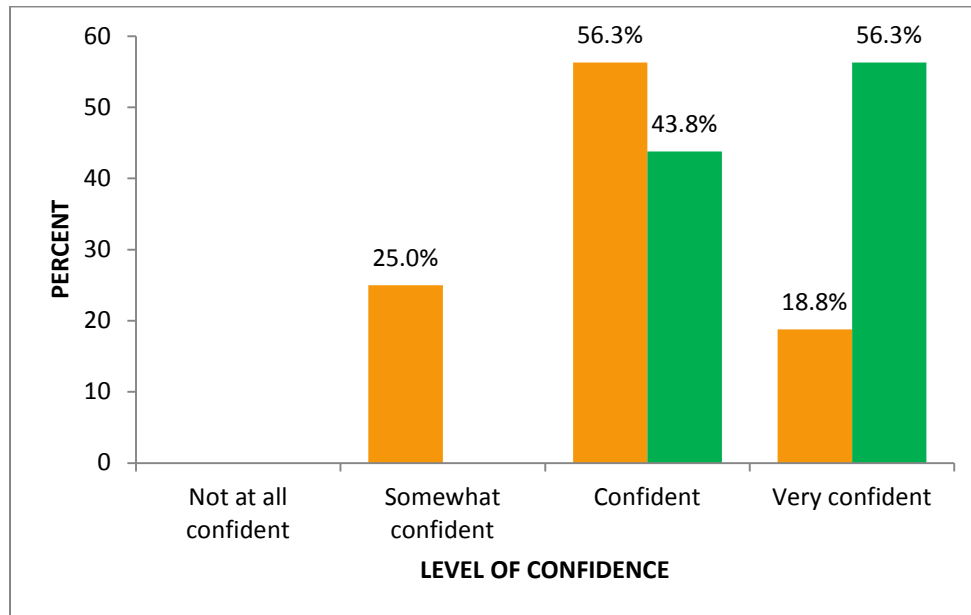


Figure 13. I can evaluate student learning by using student work

## COURSE SUMMARY

The highest possible score on both the pre and post survey combined is 52.0 if a participant indicated being *very confident* (4.0) in all 13 task areas. For Kauai's *Common Core Based Health & Physical Education* course, the average class score was 46.2 out of 52.0 by the completion of the course (Table 5, post-test). This increased from the pre-test mean score of 30.2, indicating that participant knowledge had increased by the end of the course.

Table 5. Pre/Post comparison of all six instructional tasks

Cumulative Pre-Score (mean and SD) (n=16)	Cumulative Post-Score (mean and SD) (n=16)
<b>30.2 (6.3)</b>	<b>46.2 (5.7)</b>