PDE3 Course Evaluation Results

2014-2015 School Year

Maui District: FUNdamental Fitness: Enhancing Movement in 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. Maui Health and Physical Education District Resource Teacher, Michelle Baysa, offered a PDE3 course entitled *FUNdamental Fitness: Enhancing Movement in Physical Education* to teachers in the Maui District from December 2014 to May 2015. The objectives for this course were: to review PDE3 requirements; to gain a better understanding of the benchmarks; to learn how to align assessment, rubric and student work to the benchmarks; and to discuss General Learner Outcomes.

Several types of evaluation data were collected from the PDE3 participants including a 6-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. Twenty participants completed the pre-survey and seventeen participants completed the post-survey. On the pre-post survey, participants were asked to rate their confidence and ability on six 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*. Table 1 shows that the mean score and standard deviation (SD) for all six tasks increased by the end of the *FUNdamental Fitness* PDE3 course.

Table 1: Summary of confidence levels on all six tasks

Pre-Post Survey Items	Pre (mean, SD) (n=20)	Post (mean, SD) (n=17)
I can use benchmark maps to select specific HCPS III physical education benchmarks	**2.7** (0.8)	**3.7** (0.4)
I can use physical education benchmarks to teach	**2.7** (0.7)	**3.8** (0.3)
I can create and use performance assessment tasks to assess whether or not students meet the HCPS III benchmarks in physical education	**2.1** (0.8)	**3.7** (0.4)
I can design rubrics for my assessment tools	**2.3** (0.6)	**3.5** (0.5)
I can use student work to plan, re-teach, and evaluate my program	**2.8** (0.7)	**3.7** (0.4)
I can evaluate student learning by using student work	**2.7** (0.6)	**3.7** (0.4)

Figures 1 to 6 show the individual breakdown of confidence levels for each of the six 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.

In Figure 1, 60% 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 PE benchmarks. This increased to 100% by the end of the course.

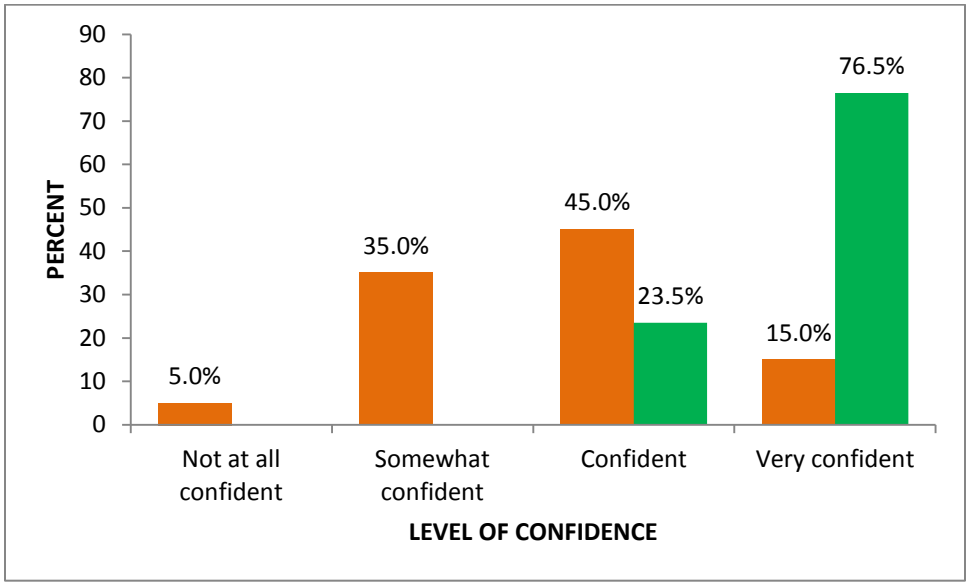

Figure 1. I can use benchmark maps to select specific HCPS III physical education benchmarks

Figure 2 shows that 65% of teachers indicated that they were *confident* or *very confident* at the start of the course in using PE benchmarks to teach. This increased to 100% by the end of the course.

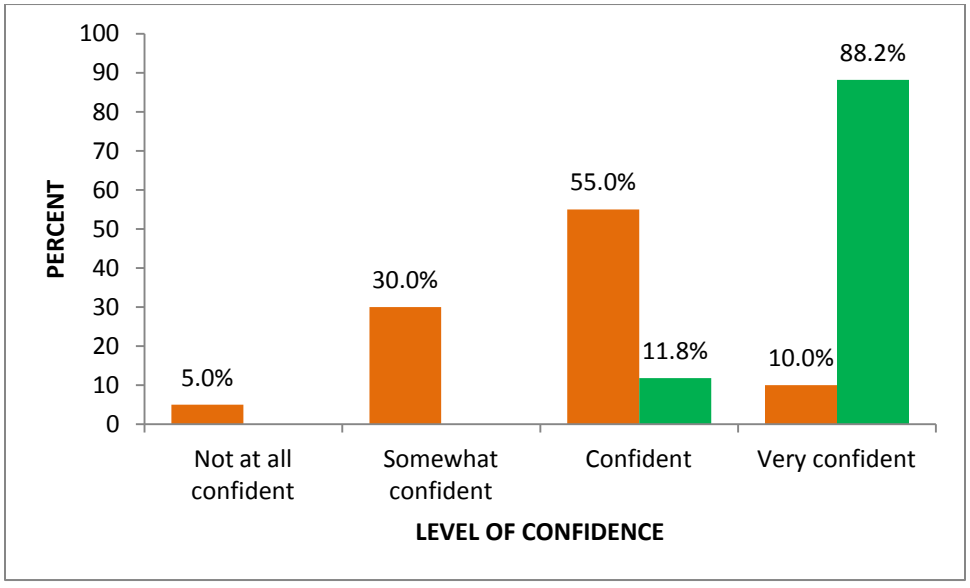

Figure 2. I can use physical education benchmarks to teach

In Figure 3, 30% 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 PE. This also increased to 100% by the end of the course.

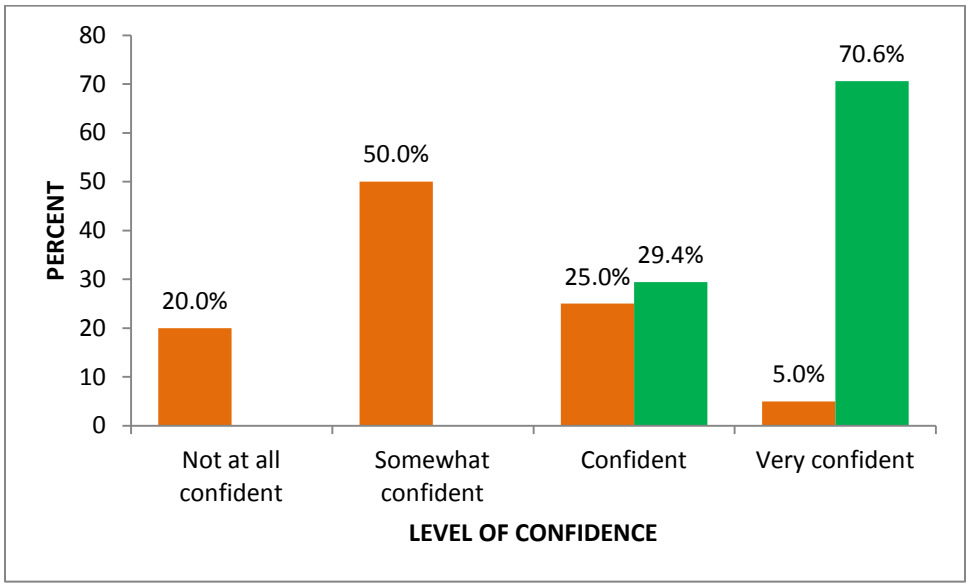

Figure 3. I can create and use performance assessment tasks to assess whether or not students meet the HCPS III benchmarks in physical education

Figure 4 shows that 50% of teachers indicated that they were *confident* or *very confident* at designing rubrics for assessment tools at the start of the course. This also increased to 100% by the end of the course.

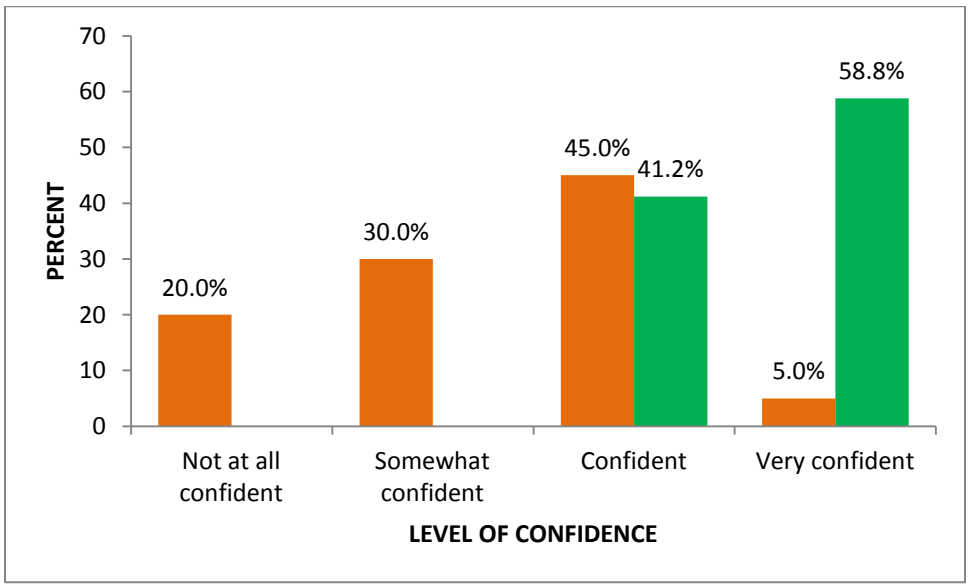

Figure 4. I can design rubrics for my assessment tools

In Figure 5, 70% of teachers indicated that they were *confident* or *very confident* at the start of the course in using student work to plan, re-teach, and evaluate their program, and this increased to 100% by the end of the course.

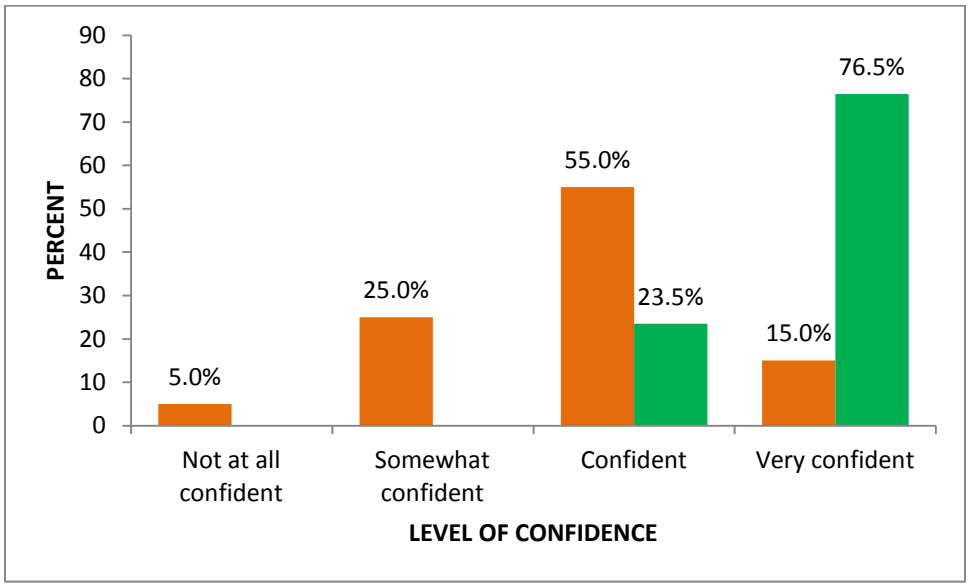

Figure 5. I can use student work to plan, re-teach, and evaluate my program

The last survey question asked about evaluating student learning. Figure 6 shows that 70% of teachers indicated at the start of the course that they were *confident* or *very confident* in evaluating student learning by using student work. This increased to 100% by the end of the course.

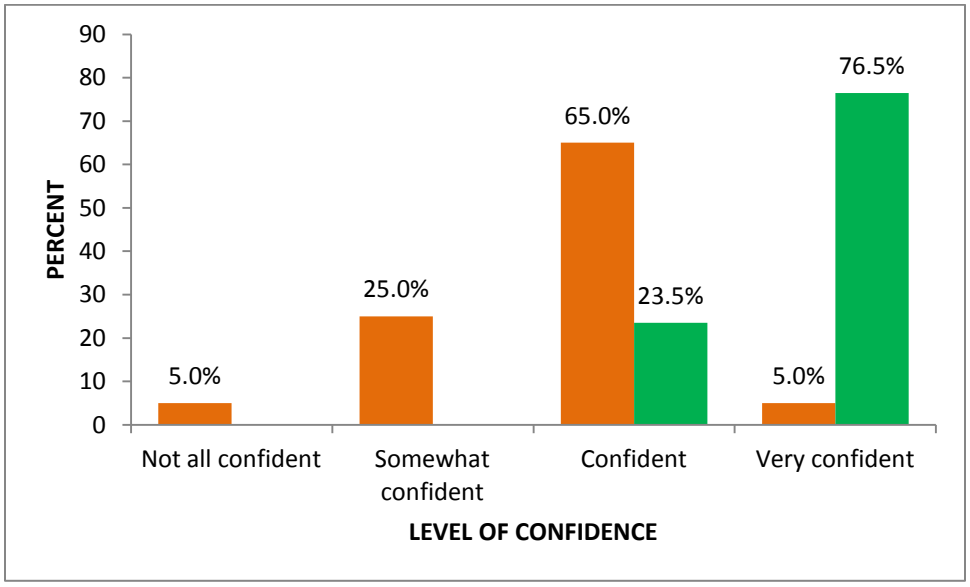

Figure 6. I can evaluate student learning by using student work

Course Summary

The highest possible score on both the pre and post survey combined is 24.0 if a participant indicated being *very confident* (4.0) in all six task areas. For Maui's *FUNdamental Fitness: Enhancing Movement in Physical Education* PDE3 course, the average class score was 22.4 out of 24.0 by the completion of the course (Table 2, post-test). This increased from the pre-test mean score of 15.2, indicating that participant knowledge had increased by the end of the course.

Table 2. Pre/Post comparison of all six instructional tasks

Cumulative Pre-Score (mean and SD) (n=20)	Cumulative Post-Score (mean and SD) (n=17)
15.2 (3.5)	**22.4 (1.7)**