

HEALTHY BODIES AND STRONG MINDS

Oahu Health and Physical Education Workshop

November 7, 2014



Evaluation Report

2014-2015 SY

Submitted in December 2014
by the Healthy Hawaii Initiative Evaluation Team

OAHU WORKSHOP SUMMARY

Course Objectives

The *Oahu Healthy Bodies and Strong Minds Workshop* was held on Friday, November 7, 2014 at King Intermediate School. The workshop was offered to health education and physical education (PE) teachers from Honolulu, Central, Leeward, and Windward Districts of Oahu.

The workshop was a collaborative effort led by the Healthy Hawaii Initiative team of district and state health and physical education resource teachers. The instructors included Yvette Ikari (Central District), Denise Darval-Chang (Honolulu District), Patrick Kim (West Hawaii District), Michelle Baysa (Maui District), Michelle Jenkins (Kauai District), and Cathy Kahooohanohano (State Health Education Resource Teacher), along with their Adapted Physical Education colleagues, Camille Chong and Sandra Oda.

The *Healthy Bodies and Strong Minds Workshop* included a General Session and four Breakout Sessions that provided expertise and best practices on the following topics: physical fitness assessment, fitness meet, PE fair, innovative physical fitness activities, technology integration, staff pedometer challenges, and standards-based health education. Elementary and secondary teachers attended separate sessions to allow the instructors to adequately tailor the content and instruction for workshop participants. The goals of the *Healthy Bodies and Strong Minds Workshop* were aligned with the Hawaii Department of Education's Strategic Plan:

- To strengthen delivery of standards-based health education by increasing knowledge of and familiarity with approved curricula resources and Hawaii Youth Risk Behavior Survey data.
- To develop skills to integrate technology into health education and physical education classes.
- To learn to implement standardized fitness tests and collect data to inform instruction.
- To connect PE instruction with student participation in the PE Fair, Fitness Meets, and teacher Student Learning Objective (SLO) process.
- To facilitate school compliance with the Wellness Guidelines.

Workshop Participants

Participant background information was obtained from sign-in sheets and registration forms. Of the 60 participants that attended the workshop, 50 participants completed the post-workshop survey for a response rate of 83.3%. The numbers and percentages generated for this report are based on the total number of workshop participants who responded to each question.

Teachers from all four Oahu Districts attended the workshop, with the highest number of teachers and staff working in Central District (n=21; Table 1).

Table 1: What District and Complex do you teach/work in?* (n=60)

Honolulu (6)	Central (21)	Leeward (18)	Windward (15)
Farrington (4)	Leilehua (7)	Kapolei (5)	Kahuku (5)
Kaiser (1)	Radford (5)	Pearl City (4)	Kailua (4)
Roosevelt (1)	Aiea (5)	Waianae (3)	Castle (3)
Kaimuki (0)	Moanalua (3)	Campbell (2)	Kalaheo (3)
Kalani (0)	Waiialua (1)	Nanakuli (2)	
McKinley (0)	Mililani (0)	Waipahu (2)	

* School Complexes that did not include any District workshop participants were shaded in light blue

On the evaluation form, participants were asked to indicate their current position(s). Participants could list multiple positions if applicable. As displayed in Table 2, the largest group of participants were physical education teachers (n=43). Participants were also asked to state how long they had been teaching physical education (PE) and/or health education (HE) (Table 3). Many teachers reported teaching PE and/or HE for *11 years or more* (n=19, 39.6%). Most participants were currently teaching at the *elementary* (n=22, 44.0%) or *high school* (n=18, 36.0%) level (Table 4).

Table 2. Position with current employer
(Responses=66; Respondents = 48)

	n
PE teacher	43
Resource teacher	9
Health teacher	8
SPED teacher	2
Classroom teacher	2
Department chair	1
Part-time teacher	1
TOTAL responses	66

Table 3. How long have you taught physical education and/or health education? (n=48)

	n	%
11 years or more	19	39.6
6-10 years	14	29.2
1-5 years	12	25.0
Less than 1 year	2	4.2
Do not teach HE and/or PE	1	2.1
TOTAL responses	48	100.0

Table 4. Grade level (n=50)

	n	%
Elementary	22	44.0
Middle	8	16.0
High	18	36.0
Multiple	2	4.0
TOTAL responses	50	100%

BREAKOUT SESSION EVALUATION

Participants were asked to rate their level of agreement on the General Session and the four Breakout Sessions using a 5-point scale, where 1 equals “Strongly Disagree” and 5 equals “Strongly Agree”. Four statements were used to evaluate each session: (a) *The session improved my understanding of the topic*; (b) *I feel confident using this information*; (c) *I plan to apply the information I learned right away*; and (d) *This session will be useful and relevant to my position*. Responses were organized by summarizing the number of individuals that indicated either Agree (4) or Strongly Agree (5) for each statement. As displayed in Tables 5 to 9, the majority of participants positively rated each session. “Innovative Physical Fitness Activities” and the “General Session” received the highest scores in all four areas.

Table 5. General Session: Physical Fitness Assessment, Fitness Meet, and PE Fair (n=50)

	Agree or Strongly Agree	
	n	%
a. This session improved my understanding of the topics	45	90.0
b. I feel confident using this information	48	96.0
c. I plan to apply the information I learned right away	46	92.0
d. This session will be useful and relevant to my position	47	94.0

Table 6. Innovative Physical Fitness Activities (n=48)

	Agree or Strongly Agree	
	n	%
a. This session improved my understanding of the topics	47	97.9
b. I feel confident using this information	45	93.8
c. I plan to apply the information I learned right away	44	91.7
d. This session will be useful and relevant to my position (n=47)	44	93.6

Table 7. Technology Integration (n=50)

	Agree or Strongly Agree	
	n	%
a. This session improved my understanding of the topics	48	96.0
b. I feel confident using this information	41	82.0
c. I plan to apply the information I learned right away	33	66.0
d. This session will be useful and relevant to my position	45	90.0

Table 8. Staff Pedometer Challenge (n=50)

	Agree or Strongly Agree	
	n	%
a. This session improved my understanding of the topics	48	96.0
b. I feel confident using this information	45	90.0
c. I plan to apply the information I learned right away	35	70.0
d. This session will be useful and relevant to my position	47	94.0

Table 9. Standards-Based Health Education (n=45)

	Agree or Strongly Agree	
	n	%
a. This session improved my understanding of the topics	38	84.4
b. I feel confident using this information	36	80.0
c. I plan to apply the information I learned right away	29	64.4
d. This session will be useful and relevant to my position	35	77.8

POST WORKSHOP EVALUATION

Overall Workshop Evaluation

At the conclusion of the workshop, participants were asked to provide feedback on the content and materials presented during the workshop. On a 5-point scale, more than 87% of the respondents *Agreed* (4) or *Strongly Agreed* (5) that the workshop improved their understanding of the following topics: standardized fitness tests, PE instruction, standards-based health education, integrating technology, and encouraging school environments to meet the Wellness Guidelines (Table 10). The number and percent of individuals that *Agreed* or *Strongly Agreed* with each statement have been combined and summarized below in Tables 10 and 11.

Table 10. As a result of this workshop, my understanding and knowledge has increased in:

	Agree or Strongly Agree	
	n	%
a. Implementing standardized fitness tests and collecting data to inform instruction (n=49)	45	91.8
b. Connecting PE instruction with student participation in the PE Fair, Fitness Meets, and teacher SLO process (n=49)	43	87.8
c. Delivery of standards-based health education by increasing my knowledge & familiarity with approved curricula resources (n=47)	44	93.6
d. Delivery of standards-based health education by increasing my knowledge & familiarity with Hawaii YRBS data (n=47)	41	87.2
e. Developing skills to integrate technology into Health Education and Physical Education classes (n=49)	44	89.8
f. Encouraging school environments to meet the Wellness Guidelines (n=49)	48	98.0

More than 95% of participants indicated that the workshop was appropriate to their level of knowledge and experience, and they also agreed that the workshop helped support the Department of Education's vision (Table 11). Additionally, participants reported that they plan to utilize the content and information presented during the workshop to support their standards-based instruction.

Table 11. General workshop evaluation

	Agree or Strongly Agree	
	n	%
a. This workshop was suitable to my level of knowledge and experience (n=47)	45	95.7
b. The content and information presented will be utilized to support my standards-based instruction (n=48)	46	95.8
c. The workshop helped support Hawaii's DOE vision: " <i>Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society</i> " (n=48)	47	97.9

Qualitative survey responses were categorized by theme to provide a method for organizing the data. Participants were asked to list two specific actions that they intended to apply at their school or in their classroom as a result of the workshop. As shown in Table 12, the action items were divided into eight themes, with the two most commonly reported topics being *Fitness Activities and Physical Education* (n=23) and the *Staff Pedometer Challenge* (n=16).

Table 12. Please list at least two specific actions that you intend to apply to your school or classroom as a result of this workshop (Respondents=43, Responses=81)

Fitness Activities and Physical Education (23)
<ul style="list-style-type: none"> • Bumball (3) • Crab soccer (3) • Spikeball (3) • Apply specific fitness activities • Curls • Different activities • Fitness stations and push up activities • Fitness stations – I will teach my classroom teachers how to do it • Fun push ups • Modified push up • Mile challenge • Never ending fitness stations • Push up activities • Push up challenges for upper body strength • Tag • The crab soccer game! We played it a bit differently but I like the square format. • Will use activities for upper body strength/core/cardio
Staff Pedometer Challenge (16)
<ul style="list-style-type: none"> • Pedometer challenge (5) • Apply some type of contest promoting a “staff” challenge • I will also try to implement staff challenges such as the pedometer challenge • I would like to do the “Great Pedometer Challenge” • Possibly staff wellness – walking challenge • Staff challenge • Staff pedometer • Staff pedometer challenge • Starting a faculty pedometer program to increase faculty health and staff morale • Try pedometer challenge • Try to initiate a staff pedometer challenge • Will think about doing a pedometer challenge with staff
Technology (13)
<ul style="list-style-type: none"> • Technology (2) • Heart rate monitor with iPad • HR monitoring • Incorporating the tech aspect into student performance tasks using phones, iPads, and having students cross check with rubrics • Integrating technology (heart rate monitors) • iPad in keeping scores for fitness testing • iPad use • QR codes • QR for assessment (movement forms) • QR stations

<ul style="list-style-type: none"> • Toolkit, QR code • Try to borrow our iPads to get familiar with using them
Curriculum and Assessment (10)
<ul style="list-style-type: none"> • Healthteacher.com (3) • Classtools.net • Classtools.com as a resource • I would like to utilize the health teacher website for in-class/rainy days • More nutritional lessons • Teachertools.net • Use of YRBS to plan lessons • Using different assessments
Fitnessgram (6)
<ul style="list-style-type: none"> • Fitnessgram (2) • Fitnessgram tips on administering the test • Incorporate Fitnessgram • Multiple resources available. Fitnessgram implementation clarity and details. • Scaffolding for Fitnessgram
Innovative Physical Education (6)
<ul style="list-style-type: none"> • Innovative PE activities (3) • I plan to utilize innovative physical fitness activities • Learned a few non-traditional games and indoor PE activities • Refocusing on innovative fitness activities
Miscellaneous (4)
<ul style="list-style-type: none"> • Collect some type of GLO #6 tech data for WASC • Literature • Information from DOH regarding updated data • Donate website
Wellness Policy (3)
<ul style="list-style-type: none"> • Present Wellness Policy to staff • Share through Wellness Policy among our school • Wellness

Respondents were also asked to name two topics that they would like to learn more about during future health and PE workshops. As shown in Table 13, the workshop topics were divided into nine themes, with participants primarily interested in learning about *Games, Activities and Lessons* (n=16), *SLOS and Evaluation* (n=15), and *Technology* (n=13).

Table 13. Please list 2 professional development topics you are interested in learning more about in future workshops (Respondents=39; Responses=64)

Games, Activities and Lessons (16)
<ul style="list-style-type: none"> • Innovative activities (2) • Cooperative games • Dance ideas • Dancing • Indoor/rainy day activities • Limited space and rainy day activities/ones outside, not in a gym • More exercises using equipment that is available and affordable for all schools • More examples of games and activities • More games and activities • More types of challenges everyone can do • Non-traditional games for middle schoolers • Pedometer games with kids – I use them and have a few games but want more! • Rock climbing • Stacking cups, more activities that can be done without gym • Volleyball
SLOs and Evaluation (15)
<ul style="list-style-type: none"> • Assessment (2) • Created rubrics for each benchmarks (elem.) and collaborate • EES application and sharing (SLOs and observation strategies) • EES Evaluation examples • Guide and easy way to evaluate at elementary teacher level • More SLO ideas • PE assessments/curricula • Practice with health teacher to complete SLO • SLO • SLO and rubric • SLO development/implementation/data collection • SLO writing • SLOs for PE • Writing PE SLOs
Technology (13)
<ul style="list-style-type: none"> • Heart rate and fitness monitors (2) • Technology (2) • Activity ideas for using pedometers • Google drive • Health tech • How to effectively use heart monitors with multiple classes at the elementary level • Latest technology – updated • More hands on with iPads and doing make-up lessons and Google forms, QR, etc. • Technology in addressing items on EES • Technology practice, practice, practice! • Using iPad and iPhone in class

Curriculum (9)
<ul style="list-style-type: none"> • AVID strategies in PE • E portfolios • Effectively connecting common core standards to PE standards • Health lessons for elementary schools • How to build capacity: How to get my classroom teachers to take their kids out for PE on a regular basis • More ways to use Fitnessgram results • Overview of recent research-based curricula for physical education • Specific modeling of PE lessons (you're the teacher, we're the students) • Would like to have vertical articulation with secondary – "on same page?"
Sharing Resources and Information (5)
<ul style="list-style-type: none"> • Hands-on sharing of lessons for fitness (like today's session) • Share insights what other peers (elementary) are doing at their school (curricula, 5Ws, SSIO) • Sharing equipment ideas/how to make affordable equipment, equipment drive • Sharing units, lessons from other schools • What are different schools doing? What has been successful?
Grant Writing (2)
<ul style="list-style-type: none"> • Grants/ideas for earning/receiving donations and equipment • Grant writing for equipment
Recess (2)
<ul style="list-style-type: none"> • Alternatives in structured recess setups • How to get kids more active during recess
Other (2)
<ul style="list-style-type: none"> • Nutrition • Parent involvement in PE! Reinforcement in the community or at home.

CONCLUSION

Overall, the *Oahu Healthy Bodies and Strong Minds Workshop* received many positive remarks by the majority of workshop participants. After the completion of the workshop, most participants felt that their understanding and delivery of standards-based health and physical education had improved, and they indicated they will use this workshop information to inform their instruction. Although not everyone planned to apply the workshop information immediately into their classroom, most of the participants stated that the workshop content will be useful and relevant to their position.

For future workshops, the three most frequently requested topics for professional development included: *Games, Activities, and Lessons* (e.g., innovative activities, non-traditional games), *SLOS and Evaluation* (e.g., SLOS for PE and EES evaluation examples), and *Technology* (e.g., activity ideas for using pedometers, technology practice).

