

HEALTHY BODIES AND STRONG MINDS

Maui Health and Physical Education Workshop

November 21, 2014



Evaluation Report

2014-2015 SY

Submitted in January 2015
by the Healthy Hawaii Initiative Evaluation Team

MAUI WORKSHOP SUMMARY

Course Objectives

The *Maui Healthy Bodies and Strong Minds District Workshop* was held on Friday, November 21, 2014 at Maui High School. The workshop was offered to health education and physical education (PE) teachers in the Maui District.

The workshop was a collaborative effort led by the Healthy Hawaii Initiative district and state health and physical education resource teachers. The instructors included Michelle Baysa (Maui District), Yvette Ikari (Central District), Denise Darval-Chang (Honolulu District), Curt Okimoto (Windward District), Rob Hesla (Leeward District), Cathy Kahooohanohano (State Health Education Resource Teacher), and Jennifer Ryan (Hawaii Department of Health).

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, the PE fair, innovative physical fitness activities, technology integration, staff pedometer challenges, and standards-based health education. The following workshop goals 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 (YRBS) 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 the 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 29 participants that attended the workshop, 28 participants completed the post-workshop survey for a response rate of 96.6%. The numbers and percentages generated for this report are based on the total number of workshop participants who responded to each question.

Teachers from six complexes in the Maui District attended the workshop, including from Lanai and Molokai. Most of the teachers and staff worked in the Maui complex (n=13) (Table 1).

Table 1: What District and Complex do you teach/work in? (n=29)

Maui (29)
Maui (13)
Baldwin (6)
Kekaulike (6)
Lahainaluna (2)
Lanai (1)
Molokai (1)
Hana (0)

On the evaluation form, participants were asked to list their current position(s). Participants could indicate multiple positions if applicable. As displayed in Table 2, the largest group of participants were PE teachers (n=20). Participants were also asked to state how long they had been teaching PE and/or health education. Many teachers reported teaching PE and/or health for *11 years or more* (n=14, 53.9%) (Table 3). All participants were currently teaching at the *secondary* level (Table 4).

**Table 2. Position with current employer
(Responses=35; Respondents = 28)**

	n
PE teacher	20
Health teacher	10
Classroom teacher	5
TOTAL responses	35

Table 3. How long have you taught physical education and/or health education? (n=26)

	n	%
11 years or more	14	53.9
6-10 years	5	19.2
1-5 years	5	19.2
Less than 1 year	2	7.7
TOTAL responses	26	100.0

Table 4. Grade level (n=28)

	n	%
Middle	15	53.6
High	13	46.4
TOTAL responses	28	100.0

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 summarized by totaling 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.

Table 5. General Session: Physical Fitness Assessment, Fitness Meet, and PE Fair (n=27)

	Agree or Strongly Agree	
	n	%
a. This session improved my understanding of the topics	24	88.9
b. I feel confident using this information	24	88.9
c. I plan to apply the information I learned right away	26	96.3
d. This session will be useful and relevant to my position	26	96.3

Table 6. Innovative Physical Fitness Activities (n=28)

	Agree or Strongly Agree	
	n	%
a. This session improved my understanding of the topics	27	96.4
b. I feel confident using this information	26	92.9
c. I plan to apply the information I learned right away	22	78.6
d. This session will be useful and relevant to my position	25	89.3

Table 7. Technology Integration (n=28)

	Agree or Strongly Agree	
	n	%
a. This session improved my understanding of the topics	27	96.4
b. I feel confident using this information	19	67.9
c. I plan to apply the information I learned right away	18	64.3
d. This session will be useful and relevant to my position	27	96.4

Table 8. Staff Pedometer Challenge (n=28)

	Agree or Strongly Agree	
	n	%
a. This session improved my understanding of the topics	27	96.4
b. I feel confident using this information	28	100.0
c. I plan to apply the information I learned right away	22	78.6
d. This session will be useful and relevant to my position	27	96.4

Table 9. Standards-Based Health Education (n=28)

	Agree or Strongly Agree	
	n	%
a. This session improved my understanding of the topics	24	85.7
b. I feel confident using this information	25	89.3
c. I plan to apply the information I learned right away	20	71.4
d. This session will be useful and relevant to my position	23	82.1

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 82% of the respondents *Agreed* (4) or *Strongly Agreed* (5) that the workshop improved their understanding of the following six topics: standardized fitness tests, PE instruction, standards-based health education, YRBS data, 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: (n=28)

	Agree or Strongly Agree	
	n	%
a. Implementing standardized fitness tests and collecting data to inform instruction	24	85.7
b. Connecting PE instruction with student participation in the PE Fair, Fitness Meets, and teacher SLO process	25	89.3
c. Delivery of standards-based health education by increasing my knowledge & familiarity with approved curricula resources	23	82.1
d. Delivery of standards-based health education by increasing my knowledge & familiarity with Hawaii YRBS data	23	82.1
e. Developing skills to integrate technology into Health Education and Physical Education classes	25	89.3
f. Encouraging school environments to meet the Wellness Guidelines	27	96.4

All participants indicated that the workshop was appropriate to their level of knowledge and experience (n=28, 100%) (Table 11). Participants also reported that they plan to utilize the content and information presented during the workshop to support their standards-based instruction. In addition, all of the survey respondents agreed that the workshop helped support the Department of Education's vision: *Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society*.

Table 11. General workshop evaluation (n=28)

	Agree or Strongly Agree	
	n	%
a. This workshop was suitable to my level of knowledge and experience	28	100.0
b. The content and information presented will be utilized to support my standards-based instruction	28	100.0
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> "	28	100.0

The survey concluded with two open-ended questions. The responses to these questions 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 five themes, with the most commonly reported item being the *Pedometer Challenge* (n=9).

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=24, Responses=26)

Pedometer Challenge (9)
<ul style="list-style-type: none"> • Pedometer challenge (5) • Pedometer • Keeping the ped challenge alive! • Staff pedometer • Walking program for staff
Spike Ball and Innovative Activities (6)
<ul style="list-style-type: none"> • Spike ball (4) • Innovative games • Innovative physical activities
Wellness (4)
<ul style="list-style-type: none"> • Staff wellness (2) • Create a wellness committee and complete school wellness survey • Wellness
Technology (4)
<ul style="list-style-type: none"> • Technology integration • Use intranet for standards DOE • Using technology more in classroom • Heart rate
Healthteacher.com Curriculum (3)
<ul style="list-style-type: none"> • Healthteacher website • Healthteacher.com • Use of Healthteacher

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 six themes. Most participants were interested in learning about *Technology* (n=6), the *Pedometer Challenge* (n=5), and *Innovative Activities* (n=5).

Table 13. Please list 2 professional development topics you are interested in learning more about in future workshops (Respondents=20; Responses=22)

Technology (6)
<ul style="list-style-type: none"> • Heart rate monitors (2) • Google integration • I plan to make use of the website resources shared • Teach using classtools.net • Websites
Pedometer Challenge (5)
<ul style="list-style-type: none"> • Discuss some type of pedometer challenge (family, staff, etc.) • Ped challenge • Staff pedometer • Try to implement a pedometer program • Using pedometer with staff/faculty
Innovative Activities (5)
<ul style="list-style-type: none"> • Spike ball (3) • Bum Ball • The scavenger hunt
Wellness and Skill Building (3)
<ul style="list-style-type: none"> • Student wellness guides • Using whole team during hoku for the team building and health skill building • Wellness committee
Healthteacher.com Curriculum (2)
<ul style="list-style-type: none"> • Healthteacher • Healthteacher.com
Fitness Assessment (1)
<ul style="list-style-type: none"> • Fitness testing

CONCLUSION

Overall, the majority of workshop participants provided positive feedback about the *Maui Healthy Bodies and Strong Minds Workshop*. 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 also indicated that they intended to use this workshop information to inform their instruction. Although not everyone planned to apply the workshop information immediately in their classroom, most 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 include: *Technology* (e.g., Google Docs), the *Pedometer Challenge* (e.g., implementation and participation of students and staff), and *Innovative Activities* (e.g., spike ball).

