

# PDE3 Course Evaluation Results

2013-2014 School Year



## Honolulu District – Violence Prevention and Sexual Health

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. Honolulu Health and Physical Education District Resource Teacher, Denise Darval-Chang, offered a PDE3 course entitled *Violence Prevention and Sexual Health* to teachers in the Honolulu District from October 2013 to December 2013.

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. Collectively, 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-one participants completed the pre-post survey. On this 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 *Violence Prevention and Sexual Health* PDE3 course.

Table 1: Summary of confidence levels on all six tasks

Pre-Post Survey Items	Pre (mean, SD) (n=21)	Post (mean, SD) (n=21)
I can use benchmark maps to select specific HCPS III health education benchmarks	<b>2.62</b> (0.81)	<b>3.43</b> (0.60)
I can use health education benchmarks to teach	<b>2.52</b> (0.75)	<b>3.38</b> (0.59)
I can create and use performance assessment tasks to assess whether or not students meet the HCPS III benchmarks in health education	<b>2.43</b> (0.75)	<b>3.29</b> (0.64)
I can design rubrics for my assessment tools	<b>2.52</b> (0.68)	<b>3.33</b> (0.58)
I can use student work to plan, re-teach, and evaluate my program	<b>2.52</b> (0.60)	<b>3.33</b> (0.48)
I can evaluate student learning by using student work	<b>2.67</b> (0.58)	<b>3.48</b> (0.51)

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, 61.9% of teachers indicated at the start of the course that they were *confident* or *very confident* in using benchmark maps to select specific Hawaii Content & Performance Standards III (HCPS III) health education benchmarks. This increased to 95.2% by the end of the course.

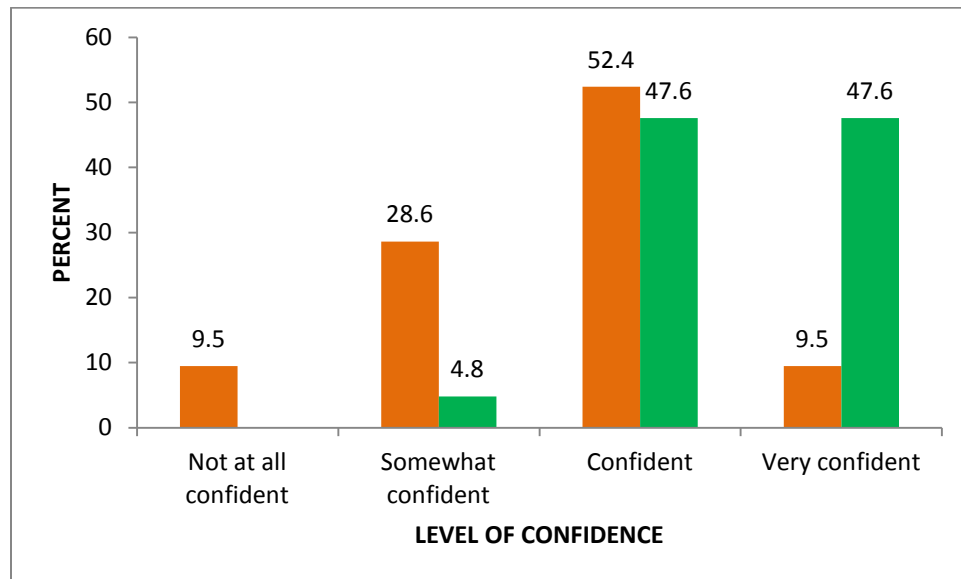


Figure 1. *I can use benchmark maps to select specific HCPS III health education benchmarks*

Figure 2 shows that 57.2% of teachers indicated that they were *confident* or *very confident* at the start of the course in using benchmark maps to teach. This increased to 95.3% by the end of the course.

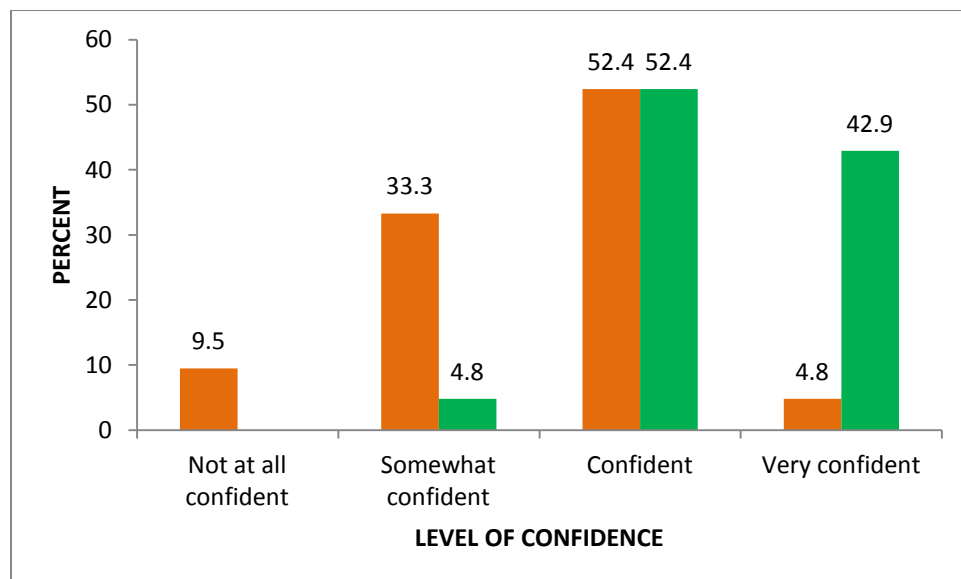


Figure 2. *I can use health education benchmarks to teach*

In Figure 3, 47.7% 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 increased to 90.5% by the end of the course.

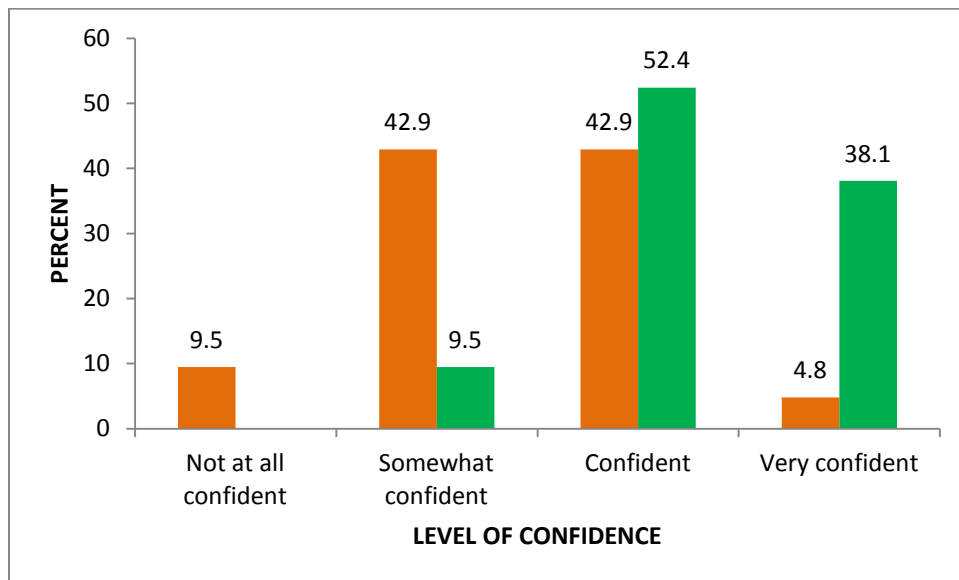


Figure 3. *I can create and use performance assessment tasks to assess whether or not students meet the HCPS III benchmarks in health education*

Figure 4 shows that 52.4% of teachers indicated that they were *confident* or *very confident* at designing rubrics for assessment tools at the start of the course. This increased to 95.2% by the end of the course.

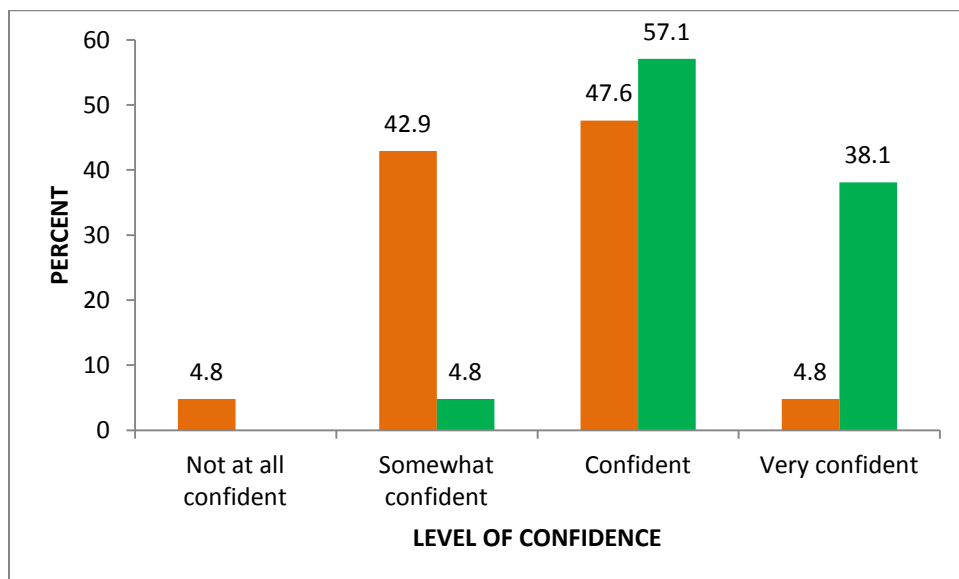


Figure 4. *I can design rubrics for my assessment tools*

In Figure 5, 47.7% 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.

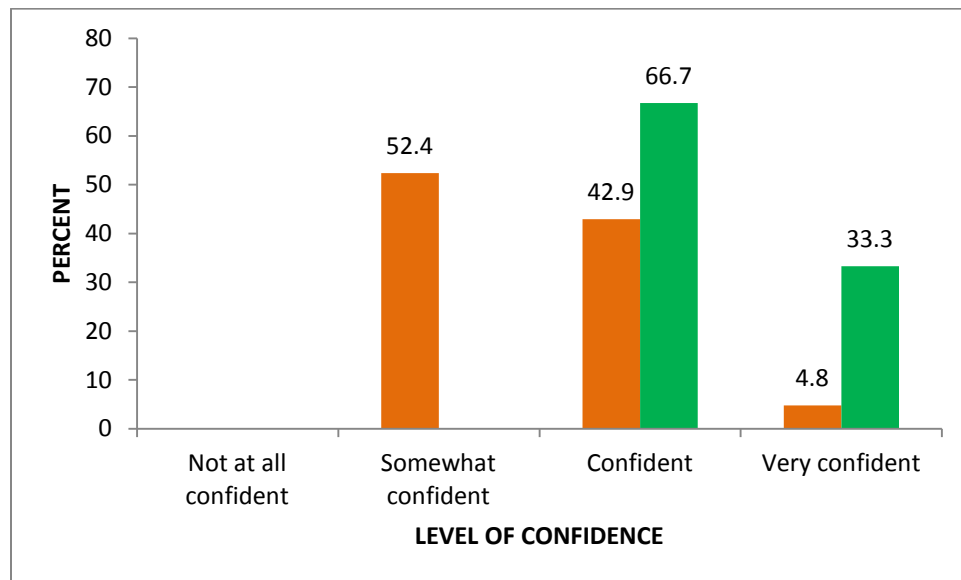


Figure 5. *I can use student work to plan, re-teach, and evaluate my program*

The last survey question asked about evaluating student learning. Figure 6 shows that 61.9% 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.

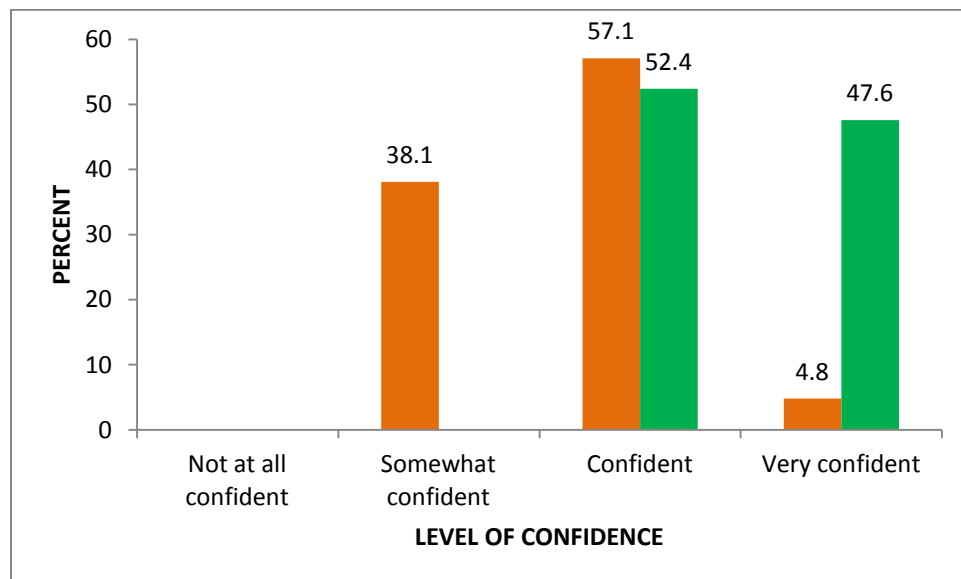


Figure 6. *I can evaluate student learning by using student work*

### *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 Honolulu's *Violence Prevention and Sexual Health* course, the average class score was 20.2 out of 24.0 by the completion of the course (Table 2, post-test). This increased from the pre-test mean score of 15.3, 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=21)	Cumulative Post-Score (mean and SD) (n=21)
<b>15.3 (3.7)</b>	<b>20.2 (2.9)</b>

