Evaluation Report
July 2016

Health & Physical Activity Institute
2016 Health and Physical Activity Institute

James Madison University

Program Evaluation

The 2016 Health and Physical Activity Institute was supported by the Virginia Departments of Health and Education, and the Virginia Association of Health, Physical Education, Recreation and Dance. The institute provided an opportunity for teachers to share teaching and effective learning practices. The primary objective of the institute is to improve the health and educational performance of children through better nutrition, health, and physical activity instruction in Virginia’s schools. Approximately 330 professionals participated in the 2016 institute.

As a way of enhancing communication a website is available to allow participants access to registration materials, registration confirmation, the conference schedule, directions to JMU, and institute materials. Presentation materials were also placed on-line for participants to access at anytime. This report (pages 1-10) is available under Highlights from 2016 Institute. The website is: http://www.jmu.edu/kinesiology/hpainstitute/.

1. Please list any new ideas or teaching strategies that you're leaving the institute with that will help to improve or enhance your teaching and/or program.
   The comments from those who completed the program evaluation have been categorized into four themes: Presenters, Health Content, Physical Education Content, and Other. Repeated comments are represented with a number beside the statement. Their comments are recorded below.

Presenters
- Dance with Tammy was awesome and I learned many new warm-up dances. (6)
- Technology with Jason Runk.
- Andrew Wymer's field activities were great! (2)
- Andrew Wymer's choice program was awesome.
- Stevie Gray's kinder and pre-k ideas were helpful.
- Brian MacPherson's blended PE.
- Samsky's Lebron James game-- teaching the dribble with the skeletal system.
- Ron Trainum!
- Dancing with Stevie Gray-- great way to distract students from feeling nervous.
- Dr. McKay's health BBQ was great!
- MacPherson's workshops!
- Lynch was awesome!
- Dr. Almarode! I hope his classes are a part of the JMU PHETE curriculum.
- Tony S. did an excellent job. He gave a lot of ideas for games. I was impressed with the many games that there were!

Health Content
- Technology ideas.
- Driver Ed resources. (12)
- New curriculum design for Driver's Ed with an improved workbook. (5)
- Family Life round table.
- More movement in health and driver's education to connect learning.
- The harvest hustle activity for health-infused lessons.
- Creating a big question to focus on in a single health class.
- New games to incorporate nutrition/health in physical activity.
- Drug lessons using celebrities.
- Sun safety information.
• Classroom content.
• Adding full body movements with classroom materials and using them inside the classroom.
• How to teach the nervous system to your kids.
• Ways to make health more personal to students.
• Test prep for CPR.
• BBQ-- engaging students and creating interest in a topic through questions that are relevant to students.
• Mental health resources.
• Treating the health room like a court room.
• Content-based taxonomy for health class.

Physical Education Content

• Loved all the dances.
• Dance resources online.
• Small-sided games.
• Elementary PE week at the high school.
• 101 ways to implement physical literacy.
• Games for transition times between units.
• Large group games.
• First day welcoming ideas for students.
• New fitness ideas.
• Tennis 4-square.
• Focusing on the process of skill acquisition, NOT the end result.
• Spoke and wagon fitness strategies.
• Racquet skills progression.
• Fitness literacy is critical to doing more than physical activity while helping students become lifelong movers.
• Understanding the structure of learning in the brain and its application to skill development.
• Assessment during activities rather than afterwards.
• Only having 4 critical elements for assessment.
• Follow the leader activities.
• Rock-paper-scissor championships. It's a great way to get a large group to work together.
• Have kids line up by letter of their first name (or by birthday). It helps to spark conversation and find something in common.
• Take 2 days to teach standards and then teach students/give students with lower abilities opportunities to choose for success.
• Adding choices and parallel games to unit instruction. Stress attitudes about physical activity and the JOY of play.
• Fly fishing.
• Z-ball activities.
• Using PRAISE with students (and athletes).
• Involving community members within my pedometer project.
• Cutting jump ropes to help those who cannot jump rope.
• TRX training.
• Adding visual picture cards for my adaptive PE students.
• Engagement/inclusion strategies for all students in PE.
• More midline crossing activities (Action-based Learning).
• Using bike safety with elementary students.
• Maximizing movement with minimal space.
• ELF sensory motor experiences-- ways to incorporate into current station rotations.
• Engaging Emergent Leaders through Sensory!
• Invasion games that do not eliminate any students.
• Using student led circuits as great activity time, and using multiple activities to teach between circuits.
• Getting kids moving 70% of the time.
• Offering specific praise to students.
• Ability to edit my music.
• Circuits with minimal equipment. (3)
• Increasing the use of proximity to reduce the need to talk louder.
• New instant activities to bring back to my school/district. (14)
• Teaching with specific praise for performers.
• Confidence vs. competition.
• The idea of using choice to create comfort. (2)
• The use of equipment such as tug of war ropes to differentiate games to teach fitness concepts (muscular strength). (5)
• Pedometers (and caloric counting) and other technology in PE.
• Great way to integrate health objectives into activities that I already do.
• Ways to use the parachute to show breathing.
• Including nutrition into PE/APE.
• Traffic run-- a way to change up boring laps on the track. (2)
• Shark island game.
• Physical literacy. (7)
• Using archery to teach students about a lifelong activity.

Other
• Using a 3-step approach to form your athletes into leaders.
• Class management and leadership. (2)
• Use of plickers.
• Coaching leaders to become BETTER leaders.
• Culture/attitude of the classroom and the students.
• Using SOLs to make lesson plans, not the reverse!
• Importance of relationship!
• Ability to network with others. (2)
• Branding physical education. (7)
• Personal training certification.

2. What workshops were most beneficial for you as a teacher?
The workshops have been organized into physical education content and health content. A separate category has been included to identify preferred presenters. The data is included below. Repeat comments are identified with a number beside the statement.

Physical Education Content
• Let's Talk About Tech PE (Jason Runk) (17)
• Large Game Activities (Tony Splendore)
• 101 Ways to Implement Physical Literacy (Brandon F.) (10)
• Audacity
• Sport Psychology for the Teenage Athlete
• Bicycle Certification! (2)
• Fitness Fun with Mac
• Field Trip to Peak View! I learned so much!
• Z-ball Activities
• Making Cents with Pedometers (4)
• Getting Your Year Started with a Unified Approach (Ron Trainum) (4)
• Using Technology to Understand Energy Balance (Susan Nye) (4)
• Small Space, No Problem (9)
• Play with a Purpose
• Own Your Throw
• Small-sided Games = Success (22)
• Dance! (19)
• Blended PE (5)
• Dance, Yoga, and Pilates Connecting Body, Mind, and Spirit!
• High Energy Less Stress Physical Education (7)
• PRAISE (8)
• Creating a Brand
• Together Everyone Achieves More
• Beginning of the Year Instant Activities (7)
• Applying VA SOLs with Racquet Games
• TOY presentations (especially elementary)
• New SOL activities (4)
• PE Kix- Kid Tested, Teacher Approved (2)
• PreK/K session by Stevie Gray (3)
• Lead-up games (2)
• Modeling games and activities that can be done with little specialized equipment.
• Developing Leaders on Your Sports Teams
• Curriculum Connections (2)
• Lessons that Build a Body (3)
• Kettleball and medicine ball workouts with BJ
• Nurturing Newbies (5)
• Adapted PE Summer Camp
• Competitive Team Building (2)
• Active Assessment (3)
• Fishing with Dynamite
• Integrating nutrition into games (2)
• What's New in Large Group Activities

Health Content
• Health Content Development with BBQ's (4)
• Health with Lynch
• Let's Have Fun in Health Class (4)
• FLE Roundtable (3)
• Health classroom ideas (2)
• Health sessions on Monday! (2)
• CPR/AED (2)
• Information session on NASM Certified Personal Trainer Teacher
• New Driver Education Curriculum design and resources

Presenters
• Chad Triolet (2)
• Greg Montgomery
• Ron Trainum (2)
• McPherson (3)
• Rich W.
• Dr. Almarode
• Tammy
• Dr. Beighle
• Andrew Wymer
• Brandon
• Andrea Samsky
• Adam Ostot
• BJ Santos
• Tony Splendore (2)
• Melanie Lynch
3. Please list the major strengths of the 2016 institute.

Five themes emerged from the data collected regarding major strengths from participants’ comments. These themes include comments related to: Presenters, Sessions/Scheduling, Staff, Teams and Other. Repeated comments are represented with a number beside the statement.

Presenters
- Great speakers/presenters! (25)
- Mark Arrington
- Presenters were dynamic and offered great resources.
- Energetic and positive presenters and speakers. (5)
- Ron Trainum (2)
- Nye teaching sessions
- The speakers were enlightening (Dr. Beighle and Dr. Almarode).
- John Almarode needs to present to every principal in the state!
- BJ's yoga was fabulous.
- Wide variety of presentations.
- Opening session with professor from Kentucky was excellent!

Sessions/Scheduling
- The ability to bring PE teachers from all corners of the state and beyond for networking and collaborating purposes.
- Content and workshops.
- Well-organized with clear instructions for teachers/participants.
- Good changes to the Wednesday schedule.
- Keeping you active while learning.
- Awesome workshops.
- Loved the dances. (2)
- The hands-on sessions so I can experience what the students are going through.
- Organization. (3)
- Keeping on schedule.
- Repeat sessions so that people were able to attend everything of interest. (5)
- Adaptive PE sessions.
- Engagement and PRAISE strategies for students. (7)
- Wednesday's sessions!
- Number of choices/variety in workshops. (10)
- Sessions were dispersed well, so if you missed a presentation you could often go to another with similar content.
- Simple and creative games for pre-k and kinder.
- Hands-on learning. (2)
- Advancing students' learning while incorporating exercise.

Staff
- Knowledgeable. (2)
- Helpful/friendly staff. (2)
- So helpful whenever a problem arose.
- The return of Barry Trent!
- Ambassadors were amazing.
- Vanessa and JMU!!
Teams
- Awesome team leaders!
- I love knowing when I come here that I'm already a part of something!
- Developing cohesiveness in attendees. (2)
- The team building activities Tuesday night were great for getting to know people better.
- The "fun factor"!
- Loved getting new teams and new shirts.
- Group activities in the evenings.
- Team activities help to build relationships with those you know and networking opportunities for new friends. (2)

Other
- Loved sharing ideas with colleagues from other counties.
- Great food! (4)
- Good energy. (7)
- Networking. (9)
- Appreciated getting to know my roommate and some others well enough to expand my professional networking.
- Enthusiasm as a whole (presenters, staff, participants)! (2)
- Provides a platform to gain knowledge of our subject area in a comfortable environment.
- Small campus. Great site. (2)
- Great price.
- Winning equipment!

4. Please list any suggestions for improving the institute experience.
Comments regarding suggestions for future institutes are categorized by: Presenters, Registration/Meals/Accommodations, Schedule, Sessions, Teams and Other. Repeated comments are represented with a number beside the statement.

Presenters
- A lot of high energy performers from the past would present at the same time! Alternate some of their sessions.
- Find presenters that offer advances in pedagogy and behavior management tactics.
- Look at the needs of the presenters. If they are planning for music, then they should not be in the upper or lower drum, OR the upper and lower drum cannot have sessions at the same time (when music is involved). It made it difficult to hear the presenters.

Registration/Meals/Accommodations
- Water jugs in the hallways were a great accommodation, but they need to be refilled more frequently. (2)
- More fruit at lunch and in the festival building.
- Bring back the sweet potatoes.
- Have more variety of food for people with food allergies/concerns.
- Offer one less hour for dinner so that we can finish an hour earlier. (4)
- Water bottles in the bags instead of padfolios.
- Clearer parking instructions are needed. (Specifically to NOT park in meter spots). (2)

Schedule
- Consider the length of the day. From 6:30am-9:00pm makes for an extremely LONG day. (4)
- Make sure the movement sessions evenly balance the talking sessions. (2)
- Decrease the timeslots of keynote speakers— boring on Monday and Tuesday except for dance.
- Shorter keynote speaker sessions. One hour would be plenty!
• Bring back 2015s scavenger hunt! (2)
• Team meetings should be directly after breakfast instead of at night. People want to sleep after a long active day!
• Better label the level of the workshop (elementary, secondary). (10)
• I think the length of the sessions needs to be reviewed. The presenters have a TON more information, so it seems rushed.
• Allow a bit more time between sessions in order to get there when it starts.
• Schedule afternoon breaks for exercise (similar to early bird sessions).
• The last day should not start earlier than the first two days. (2)
• Need more space. You can't put a session called LARGE group games into the smallest ballroom.
• End earlier OR later than 3pm on the last day. Most of us end up hitting rush hour traffic on the way home if we choose to stay until the end.
• Finish on time! The last day almost always goes longer than expected. (9)

Sessions
• Have a better balance between high school and elementary level activities. (2)
• Put an asterisk or note in the program when a session has additional time slots so participants can better plan their sessions for the day.
• Could we add a walking session in the early bird timeslot?
• More time needs to be spent on actual pedagogy, behavior management, differentiated learning, etc., and less time on dancing.
• Playing the games and not just lecture.
• In the coaching classes the presentation did not apply the information learned in a practical way. It was good information, but it needed examples.
• More sessions on the more complex SOLs for middle and high school. (anatomical and biomechanical bases) (3)
• Try having more health sessions. There were fewer this year. (2)
• Include more large group games for elementary. We have 50 kids in one gymnasium at a time.
• Offer sessions dealing with difficult behavior challenges in PE.
• Provided better visibility to larger group dance sessions (project dancer on a screen so all can see). (14)
• More outside activities actually taught outside. (6)
• Offer sessions for first year teachers.
• Offer a music exchange.
• Instead of little sessions on the last day, have one big session in the morning and then people can travel home at a better time.
• I enjoy the dancing, but I feel we danced more than usual this year. Mix up the sessions.
• STEM in PE for secondary levels.
• Urban physical education session.
• Would love for a workshop on grant writing. I always hear about how many grants there are, but many teachers in our field are intimidated at the thought of writing one.
• It would be beneficial to have more sessions that integrate not only health, but math, science, reading, etc.

Teams
• When we register ONLINE and IN ADVANCE, then we should be on teams AND have our certificates! (6)
• Bring back the team competition for the Tuesday night activity. Loved the scavenger hunt last year!
• Team shirts should be changed each year and people should be placed on different teams each time in order to collect different ones. (2)
• More competition between teams!
• It would be nice to see different shirts for the group challenge winners instead of the beige ones (even if it is just a different color). (3)
• Try to have even teams. It makes a difference for team totals.
• Suggest team meetings 30 minutes before lunch.
Other

- Take out the names of people who have already won prizes. There were several people that won more than once.
- Different prizes for point card winners rather than the same dingy shirts each year.
- Try doing percentage on the point cards instead of totals.
- Point cards challenging for commuters (early birds and evenings). Also, you are penalized for dietary restrictions (lactose/gluten).
- Ambassadors need to return to giving out evaluations because I didn't even see them (the evaluations) or know where they were in each session.
- Make some changes on the point cards. Some people are not comfortable hugging other people! Spice it up.
- Social gathering. :)
- Offer more door busters. I thought there were supposed to be prizes at some general sessions.
- Do the final point volumes in average instead of total points due to the lack of people in some groups.

5. Please rate each of the institute aspects from 1 to 4 using the following scale:

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall quality of the institute’s programs</td>
<td>3.7</td>
</tr>
<tr>
<td>Institute’s registration procedures</td>
<td>3.7</td>
</tr>
<tr>
<td>Communication regarding the institute</td>
<td>3.5</td>
</tr>
<tr>
<td>Accommodations - Rooms</td>
<td>3.3</td>
</tr>
<tr>
<td>Accommodations – Meals</td>
<td>3.3</td>
</tr>
<tr>
<td>Overall quality of meeting rooms</td>
<td>3.7</td>
</tr>
</tbody>
</table>

Comments: The comments from those who completed the program evaluation have been categorized into five themes: Presenters & Sessions, Registration, Housing & Meals, Schedule, and Other. Their actual comments are stated below. Repeated comments are represented with a number beside the statement.

Presenters & Sessions

- Engaging speakers with relevant topics.
- Session rooms are too small for the volume of people. (13)
- Keynote speakers were exceptional.
- Best conference I have been to as far as professionalism and enthusiasm!
- When the whole group is together, the ballroom needs to be completely open. When it was divided we did not have room and could not see.
- Noise/music from the upper drum and/or lower drum made it difficult to hear.

Registration

- If registered online, please make sure those participants are on a team from the beginning. (5)
- Not many emails about updated information this year.
- I wish we got an email before with a program, registration information, etc.

Housing & Meals

- The food game was stepped up so much from last year. (3)
- Appreciate sheets, pillows, and towels provided.
- The food was cold, but that's a JMU thing.
- Very convenient to the conference center.
- More variety of food for all types of eaters, especially vegetarians.
- Cold water for my shower two mornings in a row!
- Gluten-free options need to be better advertised.
Schedule

- Programs need to be more active and less sitting.
- It would be great to get a schedule of events and description of program a bit earlier.
- Extend the number of days for the conference. There are too many sessions to choose from and not enough time to attend them all.
- Need to have an opportunity to meet with peers to collaborate and network.

Other

- The temperature was great this year.
- Suggest that the teachers that attend this conference should go back to their district and give in-services rather than receive the same boring in-services that cities offer.

6. Using the same scale as in #4 please rate the general sessions based on their professional contributions

   a. Branding Physical Education = 3.6
   b. TOYs on Monday = 3.5
   c. PRAISE- Motivating Students in PE = 3.7
   d. Together Everyone Achieves More = 3.4
   e. Fishing with Dynamite = 3.7

7. Your current position (please be specific).

   The participants who responded to this question identified their current positions.
   - Elementary Physical Educator = 77
   - Middle School Physical Educator = 87
   - High School Physical Educator = 55
   - Health Educator = 64
   - Driver’s Education Instructor = 22
   - Coach = 51
   - Administrator/Supervisor = 6
   - Other: = 14
     - Adapted Physical Education (2)
     - Assistant Athletic Director
     - Athletic Trainer
     - Athletic Coordinator (2)
     - World Language Teacher
     - Instructional Leader
     - Program Director at facility for adults with intellectual disabilities
     - Former Elementary PE (current SAHM) (2)
     - Classroom PreK Teacher (assistant director)
     - Unemployed (2)

Data compiled by Samantha W. Kullander
Submitted by Jacqueline Williams, 11/16