

**BERNARDS TOWNSHIP PUBLIC SCHOOLS
BASKING RIDGE, NEW JERSEY**

**Health Education
Program Evaluation**

(Grades 6 -8)

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*This document has been aligned with the
New Jersey Core Curriculum Content Standards*

*It is the policy of the Bernards Township Board of Education to provide equal
education opportunities regardless of color, creed, religion, gender or handicap.*

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OVERVIEW OF PROGRAMS

The main goal of Health Education is to move students toward health literacy. Health literacy is the ability to obtain, interpret, understand and apply basic health information.

The sixth, seventh and eighth grade health education program covers topics such as critical thinking and problem solving, conflict resolution, decision making skills, drug and alcohol education and family life education. The program goals include:

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will demonstrate the ability to access valid health information and health-promoting products and services.
- Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Students will analyze the influence of culture, media, technology and other factors on health.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health.
- Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
- Students will demonstrate the ability to advocate for personal, family and community health.

(Adopted from the National Standards for Health Education)

PHILOSOPHY OF PROGRAMS

SIXTH GRADE:

The District believes the best way to achieve the goals set forth by the state is to provide a curriculum which focuses on teaching accurate, age-appropriate information about human growth and development, making healthy choices, developing positive self-esteem and developing and achieving healthy personal goals. The course will begin by reviewing the material on the endocrine system and changes that occur during puberty. Material will also be taught on the dangers of tobacco use and the importance of making healthful food decisions, and eating disorders.

SEVENTH GRADE:

The seventh grade curriculum focus is on drug and alcohol education and utilizes the DARE (Drug Abuse Resistance Education) program. DARE is a four-week program designed to reinforce the skills and understanding that will enable the student to recognize and resist the pressures that may influence them to experiment with tobacco, alcohol, marijuana, inhalants, or other drugs. The students will also learn how to resolve conflicts, avoid violence, and develop the skills and qualities needed to achieve good character and citizenship.

An officer from the Bernards Township Police Department and the teacher will provide the students with an opportunity to discuss issues of concern. These issues include examining the risks and consequences of alcohol and other drug use and of becoming involved in acts of violence. Students will have a chance to practice being assertive when refusing drug offers and to explore ways of dealing with anger and conflicts without being violent.

Finally, students will be provided an opportunity to learn about the skills and qualities needed to achieve good character and citizenship and to make choices that will enable them to keep safe and free from drugs and violence.

The final two weeks of the seventh grade health cycle will focus on discussing the harmful effects of drugs and alcohol, pursuant to the New Jersey Core Content Standards for Comprehensive Health Content Standards (2.3).

EIGHTH GRADE:

Bernards Township recognizes that parents are the primary family life educators of their children, and as such, are responsible for teaching their family values to their children. The schools will play a supporting role by providing the eighth grade students with a family life education that is a factually based course designed to help students make decisions that will affect their lives with the main focus on abstinence. To promote responsible behavior, personal discipline and respect for one's body, the curriculum will emphasize abstinence as the most effective method of reducing the risk of pregnancy, sexually transmitted diseases (STDs) and Acquired Immune Deficiency Syndrome (AIDS)

SUMMARY OF CURRENT PROGRAM

All students are pulled from their physical education classes and attend health classes for a set period of time at least once in the course of the school year. The physical education teacher instructs the health class in a classroom setting. The PE Department teachers determine the health class schedule prior to the school year beginning. Health is taught in a coeducational, heterogeneous, grade specific setting.

Eighth graders are pulled out for an eight-week course, which is based on a family life curriculum. Seventh graders are pulled out for a six-week course based on prevention and awareness of drug and alcohol consumption. The sixth graders are pulled out for a six-week course based on making healthful decisions that concern their bodies.

Interdisciplinary and Culturally Diverse Opportunities

Health and healthful decision-making affects all cultures. Students are taught that there are some risks associated with certain ethnic groups, but are not taught to generalize or stereotype. Examples of diseases that know no bounds are the HIV/AIDS virus and STDs. Lessons also integrate math, reading and science activities. Students are taught to calculate calorie intake, how to read a food label and the anatomy and physiology of major organs and body systems.

Remediation, Enrichment and Acceleration

Health classes are not provided with an In Class Support teacher to assist with IEP required accommodations and modifications; however, all health teachers stay in close contact with Academic Support teachers in order to make any necessary accommodations for students with disabilities or special needs. The Adapted Physical Education (APE) teacher provides instruction to her students one day a week for the entire school year.

Student Assessment

Health students at the end of the cycle receive a standard letter grade. (i.e. A or B) Students are graded on homework, classwork, tests, quizzes and projects. Progress reports are issued mid cycle if there is an academic issue in terms of failure or struggling with comprehension of course material. In the classroom, students are assessed on a daily basis as they are observed participating in class activities and discussions, answering questions and also asking appropriate questions on the material being covered.

Facilities/Equipment/Supplies

The PE/Health Department is provided with its own designated classroom in the newest addition to the school. It is an air conditioned room that stays very comfortable all year long. However, the room is becoming quite small as the class sizes grow. Each teacher is assigned approximately 28-35 students. The classroom is not standard size, and it holds 30 students comfortably, not 35. Many times the department is struggling to find desks for all students.

Supplies are adequate. Books, videos and DVDs are also made available through the budget supplied by the building principal and the Media Center.

Technology

The Health room is equipped with two functioning computers that have Internet access. The teacher keeps TVs, VCRs, a DVD player and an overhead projector in the Health

room for use. When needed, teachers may sign up for use of one of the computer labs located in the school. However, these computer labs do not effectively hold the class sizes that are assigned to Health teachers, so there is an overflow of students into the Media Center, which makes it hard to effectively monitor students and their questions.

Scheduling/Staff

As previously mentioned, the health teachers schedule the health classes prior to the onset of the school year. Each PE teacher is a certified health teacher by the state, and teaches his/her class. Health curricula are based on the New Jersey Core Curriculum Content Standards for Health that requires all pupils in grades 1-12 to participate in two and one-half hours per week of instruction in health, safety, and physical education. In addition, there are a number of content-specific mandates including instruction on drugs, alcohol, tobacco, controlled dangerous substances and anabolic steroids (N.J.S.A. 18A:40); stress abstinence (18A:35-4.19) cancer awareness (18A:40-33); and bullying prevention programs (18A:37-17). These are just some examples of areas that are covered.

Bernards Township encourages staff development for its entire staff. They are praised for keeping their knowledge current and incorporating the best current practices. With the state requirement for Professional Development, the health teachers have increased the amount of training in the field of current health issues by attending various workshops based on keeping teachers updated on health concerns.

OVERVIEW: STRENGTHS AND WEAKNESSES

Staffing and Scheduling

Strengths

The PE/Health staff is encouraged to participate in continuing education and professional development activities. There are funds available for staff members to attend workshops in their field and learn from other professionals. Bernards Township also encourages all employees to obtain their Masters Degree from an accredited college or university and funds are also made available to all staff members who wish to meet this goal.

All Health teachers are certified teachers of Health and are provided with at least 50 minutes of prep time every day. Students meet everyday for a set period of time (ex. 6 weeks) for one full class period. (42 min) The Health teachers are allowed to have full input in creating the Health schedule. All staff are current members of NJAHPERD and the NJEA.

Weaknesses

Due to growth in the Bernards Township school district, class sizes are increasingly growing also. PE/Health classes may have anywhere from 28-35 students. The Health classroom does not house 35 students comfortably and certainly is not the ideal teaching station. Overcrowding and cheating become bigger issues.

Because there are approximately 4-5 PE classes taking place during one class period, the Health schedule does not coincide with the regular cycle schedule that operates in the school. This becomes a problem when it comes time to issue grades or progress reports to students. Progress reports are handwritten to parents and distributed by the classroom teacher to administrators and guidance counselors. Also, once the class has been completed, the Health teacher must wait until the next marking period ends to issue grades. This may be a time period of a few weeks.

Facilities/Equipment/Supplies

Strengths

The Health room is a pleasant room to work in most of the time. It is air conditioned and kept at a good temperature. There are white boards that go along the front and back walls of the classroom. There is a teacher's desk equipped with ample supplies that are purchased by the Health teachers through the budget that is provided by the building principal. The sixth grade text is relatively new and there is an abundant number of textbooks so that each student may have one without having to share. There is a seventh grade textbook that is provided by the Township through the DARE program, this purchase does not come out of the Health budget. There is an eighth grade textbook available for the students for their use in the classroom.

Adequate storage facilities in the Health classroom do exist.

Weaknesses

The Health room is not of sufficient size to house the large classes that are now being assigned to the Health teachers. Students sit in close proximity to one another, which encourages cheating and disruptive behavior in the classroom.

The eighth grade textbooks are becoming outdated and new ones need to be purchased in order to stay current.

Technology

Strengths

The Health room is equipped with two computers that are available with Internet access. TVs, VCRs, a DVD player and an overhead projector are provided in the Health room for the teacher's use. There are numerous computer labs in the William Annin building that can be used for large in-class projects.

Weaknesses

Although the computer labs at William Annin are sufficient for classes to use on a regular basis, they are not sufficient to hold the large classes that are assigned to the PE/Health teachers. In order for the teacher to conduct class in the computer labs, they must sign up for a lab that is adjacent to the media center to accommodate overflow of at least eight students. This becomes a supervision problem. The Media Center Specialists are always accommodating, but this is not their responsibility.

Student Assessment

Strengths

The Health courses are graded like any other academic course in the building. This helps to sustain validity and a sense of importance with the students. Students are graded on course work such as tests, quizzes, homework, class work, projects and teacher observation and evaluation. It is recommended that the teacher send home a progress report midway through the course to keep parents informed of their child's progress and knowledge of the material.

Weaknesses

There are none at this time.

**FIVE – YEAR EVALUATION
RECOMMENDATIONS AND PLAN FOR IMPLEMENTATION**

Recommendations	Action Required	Timeline
Class sizes be reduced to 25-30 students to ensure effective instruction	Need to speak with administration on scheduling and the addition of staff member. Implement plans to accommodate growth	Pending budget approval and referendum approval
Schedule health classes to coincide with regular cycles in the school. This will also allow for grades to be administered in a timely fashion.	Work with administration	2006-2007
Evaluate 8 th grade text and make recommendation for change if needed	Get approval from Board of Education and purchase	2006-2007
Allow for computerized issuance of progress reports	Work with administration	2006-2007

DATA COLLECTION

The following resources were chosen as a means to evaluate the Bernards Township Health program as it currently stands.

New Jersey Core Curriculum Content Standards: These standards were adopted by the State and are used as a guideline to dictate a student's basic level of education by graduation, to be assessed by the local districts.

NASPE: An association of the American Alliance for Health, Physical Education, Recreation and Dance, this is a national association supporting K-12 physical education programs and physical educators. NASPE develops and supports physical activity, physical education and sport programs that promote healthy behaviors and enhance individual well-being.

AAHPERD – American Alliance for Health, Physical Education, Recreation and Dance

New Jersey Department of Education

Star Students

District Climate Survey

A formal survey of eighth grade students was issued for the purpose of program evaluation. (See Appendix)

BERNARDS TOWNSHIP SCHOOL DISTRICT
HEALTH AND PHYSICAL EDUCATION SURVEY
2004-2005

The following survey is being done to assess the program of curriculum and instruction in Health and Physical Education at William Annin Middle School. Recommendations and curriculum revisions will be made based on the information obtained from the survey.

Please select the best answer to each question using the following scale.

- 1 Strongly Agree
- 2 Agree
- 3 Neutral
- 4 Disagree
- 5 Strongly Disagree

Health Education

1. The curriculum provides me with the information needed to make healthy decisions regarding my choice of lifestyle.
2. The teachers use a wide variety of teaching tools and strategies to encourage student learning.
3. The curriculum is developmentally appropriate for each specific grade level.
4. The curriculum provides sufficient time to cover such topics as obesity, nutrition, wellness, drug abuse, and family living.
5. The health curriculum is current, relevant, and accurate.
6. The teachers use a wide variety of appropriate assessment methods when evaluating student achievement.
7. The curriculum meets the needs of the students and the community in which they live.
8. The curriculum promotes social skills to help address a variety of issues and problems.
9. The class schedule and class sizes promote a smooth delivery of instruction to the students.
10. The health curriculum serves as the student's primary source of accurate information on a wide variety of current topics.

Physical Education

11. The physical education program addresses the importance of teamwork and sportsmanship as a valued part of sport.
12. The physical education curriculum promotes the importance of maintaining lifetime physical fitness and a healthy lifestyle.
13. The physical education program promotes a variety of activities that can be used as lifetime activities.
14. The physical education program allows students to participate in a variety of team sport, individual sport, and fitness activities.
15. Through team sport activities students learn fundamental skills, tactical strategy, and an appreciation
16. In physical education, students learn cooperative and problem solving skills through adventure-based education (Project Adventure).
17. In physical education, students learn and refine mechanically correct form when applying and combining movement skills in a sport or fitness activity.
18. Class size is optimal to promote student achievement and participation in physical education classes.
19. The program of physical education provides equal opportunities for males and females.
20. The delivery of instruction provides adequate time for explanation, practice, and reinforcement.
21. The physical education program emphasizes participation and enjoyment of and through activity.

Survey Analysis

Two hundred fifty (250) eighth grade students at William Annin Middle School completed a survey to assess the program of curriculum and instruction in Health in the middle school of Bernards Township. The survey results are listed below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The curriculum provides me with the information needed to make healthy decisions regarding my choice of lifestyle	27%	40%	22%	8%	3%
2. The teachers use a wide variety of teaching tools and strategies to encourage student learning	22%	37%	29%	9%	2%
3. The curriculum is developmentally appropriate for each specific grade level	26%	35%	27%	9%	3%
4. The curriculum provides sufficient time to cover such topics as obesity, nutrition, wellness, drug abuse and family living	23%	36%	25%	12%	7%
5. The health curriculum is current, relevant and accurate	29%	29%	27%	10%	4%
6. The teachers use a wide variety of appropriate assessment methods when evaluation student achievement	23%	28%	31%	13%	5%
7. The curriculum meets the needs of the students and the community in which they live	22%	29%	29%	15%	5%
8. The curriculum promotes social skills to help address a variety of issues and problems	21%	30%	27%	14%	7%
9. The class schedule and class sizes promote a smooth delivery of instruction to the students	16%	20%	40%	18%	5%
10. The health curriculum serves as the student's primary source of accurate information on a wide variety of current topics	19%	29%	33%	15%	4%