Teacher Survey

DASH DEMO: CHECKS PD Pilot Study

Attachment 9

Teacher Survey

Teacher Survey

Survey Instructions

Teacher instructional competencies (also called ICs) are a set of essential skills, that when combined with personal characteristics, professional knowledge, and practical application in the classroom, can increase effective instruction in health education. These ICs are developed and strengthened throughout a teacher's career and believed to promote student's health-related knowledge, attitudes, and behavior outcomes. Teacher ICs are organized into four main sections:

A. Personal Characteristics
B. Essential Knowledge
C. Essential Skills
D. Virtual Learning (this section has been added to reflect recent shifts in non-traditional instruction experienced by health educators due to the COVID-19 pandemic)

Each section (A-D) includes unique domains and performance indicators believed to influence health education instruction. Think about your current knowledge and skills related to teaching health education; as you assess to determine how you exhibit specific indicators, assign yourself a rating for each, based on the following scale.

- **Distinguished**: I have mastered the complete knowledge or skill and apply it consistently in teaching.
- **Proficient**: I have mastered most of the knowledge or skill and apply it often in teaching.
- **Basic**: I have mastered only parts of the knowledge or skill, apply it inconsistently in teaching, and need improvement.
- **Not Proficient**: I lack the knowledge or skill, apply it infrequently or not at all in teaching when the situation requires it, and need improvement.
- **Not Applicable**: I do not believe this knowledge or skill applies to my teaching tasks in health education.

Section A. Personal Characteristics

1. Do you hold a major or minor degree in health education? (A1)

⚪ No

⚪ Yes

2. Currently, are you licensed, certified, or endorsed by your state's Department of Education to teach health education in middle school or high school? (A2)

⚪ No

⚪ Yes

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3. Please indicate your certification pathway. (A2.1)

⚪ Traditional certification (i.e. completion of a formal teaching preparation program with a major or minor in health education)

⚪ Alternative certification (i.e. completion of specialized, accelerated program, such as Teach for America or others)

⚪ Other (please specify)

[   ]

4. Including this school year, how many years of experience do you have teaching health education? (A3)

⚪ 1 year

⚪ 2 to 5 years

⚪ 6 to 9 years

⚪ 10 to 14 years

⚪ 15 years or more

5. What grade levels are you teaching this semester? (Select all that apply) (A4)

- [ ] 6th
- [ ] 7th
- [ ] 8th
- [ ] 9th
- [ ] 10th
- [ ] 11th
- [ ] 12th

6. What is your highest level of education? (A5)

- ○ High school or equivalent
- ○ Associate degree
- ○ Some college coursework completed
- ○ Bachelor's degree
- ○ Master's degree
- ○ Doctorate

7. What is your gender identity? (A6)

○ Female

○ Male

○ Transgender Female

○ Transgender Male

○ Gender Variant/Non-conforming

○ Prefer not to answer

8. Are you Hispanic, Latino/a, or of Spanish origin? (A7)

○ No, not of Hispanic, Latino/a, or of Spanish origin

○ Yes, Hispanic, Latino/a, or of Spanish origin

9. What is your race? (select all that apply) (A8)

☐ White

☐ Black or African American

☐ Asian

☐ American Indian or Alaskan Native

☐ Native Hawaiian or Other Pacific Islander

☐ Prefer not to answer

Section B. Essential Knowledge

10. How would you rate your knowledge in each of the following items?

	Distinguished	Proficient	Basic	Not Proficient	Not Applicable
The stages of cognitive, physical, and social development from childhood through adolescence. (B1)	○	○	○	○	○
How learning occurs (e.g., how individuals construct knowledge, acquire skills, and develop habits of mind). (B2)	○	○	○	○	○
How brain development affects child/adolescent cognitive and behavioral health-related decision making. (B3)	○	○	○	○	○
The importance of respecting student's family structure, background, and culture. (B4)	○	○	○	○	○
How factors in the external environment (i.e. outside of school) may influence learning. (B5)	○	○	○	○	○
How systems of power, privilege, and bias may disproportionally impact adolescents' health and well-being. (B6)	○	○	○	○	○
Ways to overcome barriers to changing student's health practices. (B7)	○	○	○	○	○
Ways to overcome barriers to changing student's academic practices. (B8)	○	○	○	○	○
Factors that promote or inhibit health and safety, including social determinants of health (e.g., access to housing, transportation, employment). (B9)	○	○	○	○	○
The causes of disease and appropriate prevention practices. (B10)	○	○	○	○	○

11. How would you rate your knowledge in each of the following items?

	Distinguished	Proficient	Basic	Not Proficient	Not Applicable
The characteristics of effective health education curricula. (B11)	○	○	○	○	○
The importance of The Whole School, Whole Child, Whole Community (WSCC) Model. (B12)	○	○	○	○	○
The intersection between learning theory, subject matter, and curriculum development needed for planning and execution of instruction. (B13)	○	○	○	○	○
The teaching progression or steps needed to develop health-related skills (e.g. goal setting, decision-making, communication). (B14)	○	○	○	○	○
Instructional principles and techniques for specific health content, including their advantages and limitations. (B15)	○	○	○	○	○
Historical and philosophical foundations of education. (B16)	○	○	○	○	○
Federal/state/local laws and policies regarding health education. (B17)	○	○	○	○	○
Emerging research and practice-related issues in health education teaching and learning. (B18)	○	○	○	○	○
The importance of health and education standards frameworks (e.g., National Health Education Standards). (B19)	○	○	○	○	○
The major responsibilities and ethical decision making outlined in the profession's code of ethics (e.g., Health Education Code of Ethics) (B20)	○	○	○	○	○

Section C. Skills

12. How would you rate your skills in each of the following items?

	Distinguished	Proficient	Basic	Not Proficient	Not Applicable
Using a respectful tone throughout the lesson. (C1)	○	○	○	○	○
Maintaining professional demeanor throughout the lesson. (C2)	○	○	○	○	○
Not making offensive comments about others. (C3)	○	○	○	○	○
Not disclosing inappropriate information about yourself, other students, peers, friends, or families. (C4)	○	○	○	○	○
Not reinforcing stereotypes. (C5)	○	○	○	○	○
Modelling openness and respect for students, peers, and colleagues. (C6)	○	○	○	○	○
Building appropriate rapport with students and others in school. (C7)	○	○	○	○	○
Demonstrating sensitivity to cultural, sexual, and gender differences among students, peers, and colleagues. (C8)	○	○	○	○	○
Using students' chosen name and pronouns without being corrected. (C9)	○	○	○	○	○
Displaying behavior norms in clear sight. (C10)	○	○	○	○	○

13. How would you rate your skills in each of the following items?

	Distinguished	Proficient	Basic	Not Proficient	Not Applicable
Providing clear instructions throughout the lesson. (C11)	○	○	○	○	○
Allowing enough time for activities and discussions (C12)	○	○	○	○	○
Checking for understanding throughout the lesson. (C13)	○	○	○	○	○
Encouraging students to co-create learning and behavior expectations or norms. (C14)	○	○	○	○	○
Using a variety of techniques to review relevant vocabulary with students. (C15)	○	○	○	○	○
Facilitating learning activities that decrease or eliminate non-instructional time during lessons. (C16)	○	○	○	○	○
Providing appropriate praise and positive reinforcement when students behave according to expectations. (C17)	○	○	○	○	○
Encouraging students to participate in individual and joint decision-making. (C18)	○	○	○	○	○
Addressing inappropriate comments or behaviors from students. (C19)	○	○	○	○	○
Responding appropriately to unengaged or off-task students. (C20)	○	○	○	○	○

14. How would you rate your skills in each of the following items?

	Distinguished	Proficient	Basic	Not Proficient	Not Applicable
Using physical learning environment to circulate and scan behavior (e.g., zone of proximity). (C21)	○	○	○	○	○
Establishing seating arrangement(s) to facilitate instructional goals and student needs. (C22)	○	○	○	○	○
Establishing daily routines and tasks to be led by students. (C23)	○	○	○	○	○
Establishing clear and consistent expectations for transitions, both within and between instructional activities (e.g. using a stopwatch or timer). (C24)	○	○	○	○	○
Using signal(s) or verbal cue(s) to immediately quiet students and gain full attention. (C25)	○	○	○	○	○
Accessing national/state/local student health and academic data. (C26)	○	○	○	○	○
Selecting valid sources of information about health needs and interests. (C27)	○	○	○	○	○
Searching health-related information online to understand student needs for instruction. (C28)	○	○	○	○	○
Accessing data relevant for building student knowledge and skills for behavior change (C29)	○	○	○	○	○
Inferring health needs based on student data and performance (e.g., test scores and knowledge gains). (C30)	○	○	○	○	○

15. How would you rate your skills in each of the following items?

	Distinguished	Proficient	Basic	Not Proficient	Not Applicable
Developing appropriate data-gathering instruments to determine gaps in students' health-related knowledge and skills. (C31)	○	○	○	○	○
Collecting data to determine gaps in students' health-related knowledge and skills (C32)	○	○	○	○	○
Describe the relationship between environmental factors (e.g., access to healthy, affordable food) and individual and community health. (C33)	○	○	○	○	○
Summarizing student, school, and community-level data to support health education programs and practices. (C34)	○	○	○	○	○
Applying student health and academic data to planning health education content and instruction. (C35)	○	○	○	○	○
Consistently reviewing data to make necessary modifications and adaptions to teaching methods that will meet the diverse needs of all students. (C36)	○	○	○	○	○
Applying state or district laws, policies, and standards to evaluate curriculum and teaching materials for their comprehensiveness, accuracy, and usefulness for representing ideas and concepts. (C37)	○	○	○	○	○
Incorporating state or local education and health standards to guide instruction. (C38)	○	○	○	○	○
Aligning instruction to curriculum scope and sequence to reinforce sequential, progression of learning. (C39)	○	○	○	○	○
Identifying measurable learning objectives/outcomes (SLOs). (C40)	○	○	○	○	○

16. How would you rate your skills in each of the following items?

	Distinguished	Proficient	Basic	Not Proficient	Not Applicable
Identifying measurable healthy behavior outcomes (HBOs). (C41)	○	○	○	○	○
Creating developmentally and culturally inclusive instructional materials used for individual, small group, and whole class activities. (C42)	○	○	○	○	○
Assigning appropriate instructional time for skill development and mastery, adding accommodations and modifications as needed. (C43)	○	○	○	○	○
Recognizing and addressing variation in student learning styles and preferences. (C44)	○	○	○	○	○
Describing how to differentiate activities to accommodate all learning levels. (C45)	○	○	○	○	○
Selecting multiple assessment strategies to evaluate achievement of learning objectives and outcomes. (C46)	○	○	○	○	○
Identifying short- and long-term instructional plans that are linked to student academic needs and performance. (C47)	○	○	○	○	○
Appearing knowledgeable about health-related topic. (C48)	○	○	○	○	○
Demonstrating comfort and confidence with lesson content, skills, and student activities. (C49)	○	○	○	○	○
Actively listening to students. (C50)	○	○	○	○	○

17. How would you rate your skills in each of the following items?

	Distinguished	Proficient	Basic	Not Proficient	Not Applicable
Making eye contact with students. (C51)	○	○	○	○	○
Demonstrating flexibility and responsiveness during instruction. (C52)	○	○	○	○	○
Using a variety of questioning techniques to engage all students. (C53)	○	○	○	○	○
Asking stimulating questions to spark critical thinking and discussion among students. (C54)	○	○	○	○	○
Answering sensitive questions using medically accurate and developmentally appropriate responses. (C55)	○	○	○	○	○
Providing developmentally appropriate information throughout the lesson and in answers to all student questions. (C56)	○	○	○	○	○
Connecting lesson to realistic and relevant information that is developmentally appropriate and reflects student experiences and personal values. (C57)	○	○	○	○	○
Explaining the relationship of the current lesson to previous lessons. (C58)	○	○	○	○	○
Discussing the importance and relevance of skills. (C59)	○	○	○	○	○
Modelling appropriate skill progression/steps for students (C60)	○	○	○	○	○

18. How would you rate your skills in each of the following items?

	Distinguished	Proficient	Basic	Not Proficient	Not Applicable
Providing an opportunity for students to practice/rehearse skills. (C61)	○	○	○	○	○
Providing feedback to students on their practice of skills. (C62)	○	○	○	○	○
Pacing lesson appropriately, beginning and ending on time. (C63)	○	○	○	○	○
Using a variety of strategies and interactive methods (e.g., group activities, role-play, gamification, individual reflection, or partner sharing) to encourage personalization, transfer, and prompt personal reflection. (C64)	○	○	○	○	○
Adding specific lesson accommodations or modifications for individual learners. (C65)	○	○	○	○	○
Making lessons enjoyable and interesting. (C66)	○	○	○	○	○
Clearly stating student learning objectives/outcomes (SLOs) related to the lesson. (C67)	○	○	○	○	○
Clearly stating the healthy behavior outcomes (HBOs) related to the lesson. (C68)	○	○	○	○	○
Demonstrating preparedness to deliver lesson. (C69)	○	○	○	○	○
Ensuring all content and skills taught in the lesson reinforce the adoption of specific healthy behavior outcomes. (C70)	○	○	○	○	○

19. How would you rate your skills in each of the following items?

	Distinguished	Proficient	Basic	Not Proficient	Not Applicable
Using correct terminology throughout the lesson. (C71)	○	○	○	○	○
Using technology easily to deliver different teaching methods. (C72)	○	○	○	○	○
Adapting assessment strategies to evaluate student learning and health behavior objectives/outcome (e.g., projects, games, writing samples, quizzes or tests). (C73)	○	○	○	○	○
Providing students with immediate performance-based feedback. (C74)	○	○	○	○	○
Seeking feedback and evaluation from observers, including students. (C75)	○	○	○	○	○
Conducting self-assessment of teaching practices. (C76)	○	○	○	○	○
Dedicating time to reflect on lesson/unit implementation. (C77)	○	○	○	○	○
Identifying strengths and areas for improvement within lesson/unit delivery. (C78)	○	○	○	○	○
Adjusting lessons to meet on-going student needs and learning. (C79)	○	○	○	○	○
Refining teaching practice based on self-assessment or peer evaluation. (C80)	○	○	○	○	○

20. How would you rate your skills in each of the following items?

	Distinguished	Proficient	Basic	Not Proficient	Not Applicable
Delivering information/messages to students and parents/guardians using a variety of communication methods and techniques. (C81)	○	○	○	○	○
Using non-verbal cues (e.g., facial expressions and body language) to communicate. (C82)	○	○	○	○	○
Using I-statements during oral and written communication. (C83)	○	○	○	○	○
Recruiting diverse stakeholders (e.g., health education specialists, someone with lived experience, youth, community experts) to support health education programs. (C84)	○	○	○	○	○
Engaging families and community members in health education decision-making processes. (C85)	○	○	○	○	○
Participating with school, district, or community councils invested in improving students' health (e.g., School Health Advisory Council, district wellness teams). (C86)	○	○	○	○	○
Establishing respectful and productive relationships with school, parent, and community partners. (C87)	○	○	○	○	○
Consulting with teachers, staff, and administrators about individual students. (C88)	○	○	○	○	○
Engaging students, colleagues, and peers to solve problems and foster critical thinking. (C89)	○	○	○	○	○
Being willing to receive feedback from students, peers, and administrators. (C90)	○	○	○	○	○

21. How would you rate your skills in each of the following items?

	Distinguished	Proficient	Basic	Not Proficient	Not Applicable
Offering timely and constructive feedback to students and peers. (C91)	○	○	○	○	○
Actively shares experiences, lessons learned, and reflections about teaching health education. (C92)	○	○	○	○	○
Co-planning lessons/unit or courses with other teachers. (C93)	○	○	○	○	○
Participating in learning opportunities to shape current and future practice (e.g., educational courses, workshops and conferences). (C94)	○	○	○	○	○
Acting as a coach or mentor to other teachers and staff. (C95)	○	○	○	○	○
Using collaborative professional learning communities (PLCs) to support practice of self and colleagues. (C96)	○	○	○	○	○
Receiving coaching or mentoring from other teachers and staff. (C97)	○	○	○	○	○
Reading current events, trends, and information in the field of health education. (C98)	○	○	○	○	○
Applying new concepts or strategies from trainings to classroom practices to improve teaching. (C99)	○	○	○	○	○

Section D. Virtual Learning*

22. How would you rate your skills in each of the following items related to virtual learning in health education?

	Distinguished	Proficient	Basic	Not Proficient	Not Applicable
Design online learning activities that increase student engagement and interactions between peers (e.g. discussion forums, wikis). (D1)	○	○	○	○	○
Organize teaching materials into online modules and units within a learning management system (e.g., Google Classroom, Canvas, Microsoft Teams) (if applicable). (D2)	○	○	○	○	○
Use interactive teaching strategies in the online environment (e.g., brainstorming, project-based learning, jigsaw method, student presentations). (D3)	○	○	○	○	○
Create or adapt assignments, tests, and other assessments to be completed online. (D4)	○	○	○	○	○
Schedule time to plan the online course prior to delivery. (D5)	○	○	○	○	○

23. Communication

	Distinguished	Proficient	Basic	Not Proficient	Not Applicable
Provide online feedback to students on assignments and assessments. (D6)	○	○	○	○	○
Use synchronous web-conferencing tools (e.g. Adobe Connect, Webex, Blackboard Collaborate, Skype). (D7)	○	○	○	○	○
Communicate expectations about student technology behaviors (e.g., netiquette). (D8)	○	○	○	○	○

24. Management & Technical Competence

	Distinguished	Proficient	Basic	Not Proficient	Not Applicable
Manage student behaviors in online settings (e.g., breakout rooms, discussion board moderators). (D9)	○	○	○	○	○
Devote time to learn new technology platforms and teaching strategies to use with students online. (D10)	○	○	○	○	○
Basic computer operations (e.g., creating and editing documents, managing files and folders). (D11)	○	○	○	○	○
Share open educational resources with students, colleagues, and parents (e.g., learning websites, assignments/information portals). (D12)	○	○	○	○	○

Thank you for completing this survey!

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