



Form Approved  
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## Teacher Survey

DASH DEMO: CHECKS PD Pilot Study

Attachment 9

Teacher Survey

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## Teacher Survey

ICF Institutional Review Board  
IRB00001920  
FWA00002349

Exempt Determination Date: December 1, 2022

### 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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### Teacher Survey

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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How learning occurs (e.g., how individuals construct knowledge, acquire skills, and develop habits of mind). (B2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How brain development affects child/adolescent cognitive and behavioral health-related decision making. (B3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The importance of respecting student's family structure, background, and culture. (B4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How factors in the external environment (i.e. outside of school) may influence learning. (B5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How systems of power, privilege, and bias may disproportionately impact adolescents' health and well-being. (B6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ways to overcome barriers to changing student's health practices. (B7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ways to overcome barriers to changing student's academic practices. (B8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Factors that promote or inhibit health and safety, including social determinants of health (e.g., access to housing, transportation, employment). (B9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The causes of disease and appropriate prevention practices. (B10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The importance of The Whole School, Whole Child, Whole Community (WSCC) Model. (B12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The intersection between learning theory, subject matter, and curriculum development needed for planning and execution of instruction. (B13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teaching progression or steps needed to develop health-related skills (e.g. goal setting, decision-making, communication). (B14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional principles and techniques for specific health content, including their advantages and limitations. (B15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Historical and philosophical foundations of education. (B16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Federal/state/local laws and policies regarding health education. (B17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emerging research and practice-related issues in health education teaching and learning. (B18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The importance of health and education standards frameworks (e.g., National Health Education Standards). (B19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The major responsibilities and ethical decision making outlined in the profession's code of ethics (e.g., Health Education Code of Ethics) (B20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### **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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintaining professional demeanor throughout the lesson. (C2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not making offensive comments about others. (C3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not disclosing inappropriate information about yourself, other students, peers, friends, or families. (C4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not reinforcing stereotypes. (C5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modelling openness and respect for students, peers, and colleagues. (C6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building appropriate rapport with students and others in school. (C7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrating sensitivity to cultural, sexual, and gender differences among students, peers, and colleagues. (C8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using students' chosen name and pronouns without being corrected. (C9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Displaying behavior norms in clear sight. (C10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allowing enough time for activities and discussions (C12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Checking for understanding throughout the lesson. (C13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging students to co-create learning and behavior expectations or norms. (C14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using a variety of techniques to review relevant vocabulary with students. (C15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitating learning activities that decrease or eliminate non-instructional time during lessons. (C16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing appropriate praise and positive reinforcement when students behave according to expectations. (C17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging students to participate in individual and joint decision-making. (C18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addressing inappropriate comments or behaviors from students. (C19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responding appropriately to unengaged or off-task students. (C20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing seating arrangement(s) to facilitate instructional goals and student needs. (C22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing daily routines and tasks to be led by students. (C23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing clear and consistent expectations for transitions, both within and between instructional activities (e.g. using a stopwatch or timer). (C24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using signal(s) or verbal cue(s) to immediately quiet students and gain full attention. (C25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessing national/state/local student health and academic data. (C26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selecting valid sources of information about health needs and interests. (C27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Searching health-related information online to understand student needs for instruction. (C28)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessing data relevant for building student knowledge and skills for behavior change (C29)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inferring health needs based on student data and performance (e.g., test scores and knowledge gains). (C30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collecting data to determine gaps in students' health-related knowledge and skills (C32)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe the relationship between environmental factors (e.g., access to healthy, affordable food) and individual and community health. (C33)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summarizing student, school, and community-level data to support health education programs and practices. (C34)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying student health and academic data to planning health education content and instruction. (C35)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consistently reviewing data to make necessary modifications and adaptations to teaching methods that will meet the diverse needs of all students. (C36)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating state or local education and health standards to guide instruction. (C38)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aligning instruction to curriculum scope and sequence to reinforce sequential, progression of learning. (C39)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying measurable learning objectives/outcomes (SLOs). (C40)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating developmentally and culturally inclusive instructional materials used for individual, small group, and whole class activities. (C42)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assigning appropriate instructional time for skill development and mastery, adding accommodations and modifications as needed. (C43)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizing and addressing variation in student learning styles and preferences. (C44)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describing how to differentiate activities to accommodate all learning levels. (C45)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selecting multiple assessment strategies to evaluate achievement of learning objectives and outcomes. (C46)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying short- and long-term instructional plans that are linked to student academic needs and performance. (C47)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appearing knowledgeable about health-related topic. (C48)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrating comfort and confidence with lesson content, skills, and student activities. (C49)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively listening to students. (C50)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrating flexibility and responsiveness during instruction. (C52)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using a variety of questioning techniques to engage all students. (C53)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asking stimulating questions to spark critical thinking and discussion among students. (C54)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Answering sensitive questions using medically accurate and developmentally appropriate responses. (C55)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing developmentally appropriate information throughout the lesson and in answers to all student questions. (C56)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connecting lesson to realistic and relevant information that is developmentally appropriate and reflects student experiences and personal values. (C57)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explaining the relationship of the current lesson to previous lessons. (C58)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussing the importance and relevance of skills. (C59)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modelling appropriate skill progression/steps for students (C60)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing feedback to students on their practice of skills. (C62)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pacing lesson appropriately, beginning and ending on time. (C63)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adding specific lesson accommodations or modifications for individual learners. (C65)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making lessons enjoyable and interesting. (C66)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clearly stating student learning objectives/outcomes (SLOs) related to the lesson. (C67)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clearly stating the healthy behavior outcomes (HBOs) related to the lesson. (C68)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrating preparedness to deliver lesson. (C69)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring all content and skills taught in the lesson reinforce the adoption of specific healthy behavior outcomes. (C70)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using technology easily to deliver different teaching methods. (C72)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapting assessment strategies to evaluate student learning and health behavior objectives/outcome (e.g., projects, games, writing samples, quizzes or tests). (C73)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing students with immediate performance-based feedback. (C74)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeking feedback and evaluation from observers, including students. (C75)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting self-assessment of teaching practices. (C76)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dedicating time to reflect on lesson/unit implementation. (C77)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying strengths and areas for improvement within lesson/unit delivery. (C78)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adjusting lessons to meet on-going student needs and learning. (C79)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refining teaching practice based on self-assessment or peer evaluation. (C80)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using non-verbal cues (e.g., facial expressions and body language) to communicate. (C82)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using I-statements during oral and written communication. (C83)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recruiting diverse stakeholders (e.g., health education specialists, someone with lived experience, youth, community experts) to support health education programs. (C84)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging families and community members in health education decision-making processes. (C85)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating with school, district, or community councils invested in improving students' health (e.g., School Health Advisory Council, district wellness teams). (C86)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing respectful and productive relationships with school, parent, and community partners. (C87)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consulting with teachers, staff, and administrators about individual students. (C88)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging students, colleagues, and peers to solve problems and foster critical thinking. (C89)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being willing to receive feedback from students, peers, and administrators. (C90)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively shares experiences, lessons learned, and reflections about teaching health education. (C92)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-planning lessons/unit or courses with other teachers. (C93)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in learning opportunities to shape current and future practice (e.g., educational courses, workshops and conferences). (C94)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acting as a coach or mentor to other teachers and staff. (C95)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using collaborative professional learning communities (PLCs) to support practice of self and colleagues. (C96)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receiving coaching or mentoring from other teachers and staff. (C97)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading current events, trends, and information in the field of health education. (C98)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying new concepts or strategies from trainings to classroom practices to improve teaching. (C99)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organize teaching materials into online modules and units within a learning management system (e.g., Google Classroom, Canvas, Microsoft Teams) (if applicable). (D2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use interactive teaching strategies in the online environment (e.g., brainstorming, project-based learning, jigsaw method, student presentations). (D3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create or adapt assignments, tests, and other assessments to be completed online. (D4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schedule time to plan the online course prior to delivery. (D5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Communication

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

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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Devote time to learn new technology platforms and teaching strategies to use with students online. (D10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Basic computer operations (e.g., creating and editing documents, managing files and folders). (D11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Share open educational resources with students, colleagues, and parents (e.g., learning websites, assignments/information portals). (D12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Thank you for completing this survey!**

Prev

Done