

# Culturally Responsive Checklist

The primary purpose of this document is to assist health educators in becoming more reflective in their practice. As the educator reflects on each of the appropriate practices, they should also rate themselves and provide a rationale and/or actionable steps for reaching proficient or distinguished.

| Learning Environment  |  |   |                 |
|---|--|---|-----------------|
| Appropriate Practice  | Example  | Self-Rating   | Self-Reflection |
| The health educator has created a space that reflects comprehensive skills-based health education.                  | <p>The health educator creates and/or employs visual aids and anchor charts that directly support skill development.</p> <p>The teacher refers to an anchor they created, in class, to help students process specific core concepts, skills, and skill cues.</p>   | <input type="radio"/> Beginning<br><input type="radio"/> Approaching<br><input type="radio"/> Proficient<br><input type="radio"/> Distinguished |                 |
| The health educator constructs an environment where learners have a sense of ownership in the space and learning.   | <p>The health educator assigns roles to students (board eraser, distributor of work/resources, book collector, etc.), and the students function in their roles with little to no prompting.</p> <p>The health educator establishes an environment where student notices trash on the floor and in the desk from the previous class, instead of ignoring it or adding to it, the student collects the trash and throws it away.</p> | <input type="radio"/> Beginning<br><input type="radio"/> Approaching<br><input type="radio"/> Proficient<br><input type="radio"/> Distinguished |                 |
| The health educator fosters an environment where students can think aloud and take intellectual risks without fear. | <p>When grading students' summative assessments, the health educator observes that one student was not proficient, the educator responds by having the student demonstrate their understanding out loud and the educator provides immediate feedback.</p> <p>In the middle of the health educator modeling a skill, a student raises their hand and asks the educator if they can finish modeling the skill for the class.</p>     | <input type="radio"/> Beginning<br><input type="radio"/> Approaching<br><input type="radio"/> Proficient<br><input type="radio"/> Distinguished |                 |

## Learning Environment

| Appropriate Practice  | Example  | Self-Rating   | Self-Reflection |
|---|--|---|-----------------|
| The health educator creates an environment that is inclusive and supportive of all students regardless of race, ethnic origin, gender, gender identity, sexual orientation, religion, or ability. | When teaching about puberty, menstruation, and sexuality, the health educator uses language like “persons with a penis” and “persons with a vagina”. | <input type="radio"/> Beginning<br><input type="radio"/> Approaching<br><input type="radio"/> Proficient<br><input type="radio"/> Distinguished |                 |
| The health educator positively acknowledges, appreciates, and values youth culture.   | When using scenarios during instruction, the health educator includes youthful language, references the latest music and trends.                     | <input type="radio"/> Beginning<br><input type="radio"/> Approaching<br><input type="radio"/> Proficient<br><input type="radio"/> Distinguished |                 |

## Instructional Strategies Materials and Resources (Digital Content, Print Content, Graphics/Visual Aids, Speakers)

| Appropriate Practice  | Example  | Self-Rating   | Self-Reflection |
|---|--|---|-----------------|
| The health education instructional materials are aligned to the National Health Education Standards, they incorporate functional knowledge instead of focusing on factual information or scare tactics, and the materials promote skill development and opportunities to demonstrate proficiency. | <p>When introducing the healthy eating unit, the health educator models using functional knowledge to work through the decision-making process.</p> <p>Students are given a handout where they have determined if resources and information regarding mental and emotional health are valid and reliable.</p>  | <input type="radio"/> Beginning<br><input type="radio"/> Approaching<br><input type="radio"/> Proficient<br><input type="radio"/> Distinguished |                 |
| The health education lessons have clear and measurable student learning objectives that are aligned to the National Health Education Standards and district curricular documents.   | <p>The health educator outlines objectives for students that focus on developing the skills needed for health literacy and health-enhancing behaviors.</p> <p>Students will be able to analyze factors that can influence substance use among young people.</p> <p>Students will be able to set a goal related to improve their personal eating patterns</p> | <input type="radio"/> Beginning<br><input type="radio"/> Approaching<br><input type="radio"/> Proficient<br><input type="radio"/> Distinguished |                 |

**Instructional Strategies Materials and Resources**  
(Digital Content, Print Content, Graphics/Visual Aids, Speakers)

| Appropriate Practice   | Example  | Self-Rating   | Self-Reflection |
|--|--|---|-----------------|
| The health education instructional materials include a variety of access points for learners and range in style of delivery.                       | The health educator distributes handouts that are in English as well as Spanish; the handouts also include sentence stem options that students can utilize when demonstrating their health literacy.                                       | <input type="radio"/> Beginning<br><input type="radio"/> Approaching<br><input type="radio"/> Proficient<br><input type="radio"/> Distinguished |                 |
| The health education instructional materials and resources utilized reflect ALL students, and they are trauma sensitive.                           | The health educator provides written and verbal trigger warnings and allows students the space to take a step back to process and collect themselves.  | <input type="radio"/> Beginning<br><input type="radio"/> Approaching<br><input type="radio"/> Proficient<br><input type="radio"/> Distinguished |                 |
| The health educator works with other school staff, and local services to ensure ALL students are supported and can access instructional materials. | The health educator solicits input from and collaborates with other teachers, school counselors, school social workers, school psychologists, school nurses, and student support staff before employing instructional material/ resources. | <input type="radio"/> Beginning<br><input type="radio"/> Approaching<br><input type="radio"/> Proficient<br><input type="radio"/> Distinguished |                 |

**Assessments**

| Appropriate Practice   | Example   | Self-Rating   | Self-Reflection |
|--|---|---|-----------------|
| The health educator uses formative assessments to monitor progress toward objectives.  | The health educator has students complete an entrance ticket based on content from the previous class session; the data collected determine the direction of instruction for the day. | <input type="radio"/> Beginning<br><input type="radio"/> Approaching<br><input type="radio"/> Proficient<br><input type="radio"/> Distinguished |                 |
| The health educator monitors student growth and progress through informal assessments. | The health educator in the middle of instruction does a quick fist to five to determine students' understanding.  | <input type="radio"/> Beginning<br><input type="radio"/> Approaching<br><input type="radio"/> Proficient<br><input type="radio"/> Distinguished |                 |

| Assessments  |   |   |                 |
|--|---|---|-----------------|
| Appropriate Practice   | Example   | Self-Rating   | Self-Reflection |
| The health educator implements differentiated performance-based assessments to measure students' functional knowledge acquisition and skill performance. | <p>The health educator provides a performance-based assessment that has a written, oral, cinematic option for students to demonstrate their knowledge and skill level.</p> <p>The health educator provides students with rubrics that clearly outlines the criteria for both knowledge and skill, at the commencement of an assessment.</p> | <input type="radio"/> Beginning<br><input type="radio"/> Approaching<br><input type="radio"/> Proficient<br><input type="radio"/> Distinguished |                 |
| Communication and Engagement with Stakeholders<br>(Students and Families)  |   |   |                 |
| Appropriate Practice   | Example   | Self-Rating   | Self-Reflection |
| The health educator communicates enthusiasm and passion for health education.  | <p>The health educator not only teaches the benefits of drinking water, but also models drinking water throughout their day.</p> <p>The health educator is actively engaged in the teaching process, they move and circulate the entire class through the instructional process and provide feedback to students as needed.</p>             | <input type="radio"/> Beginning<br><input type="radio"/> Approaching<br><input type="radio"/> Proficient<br><input type="radio"/> Distinguished |                 |
| The health educator informs parents/guardians and administrators about the health education program's goals and activities.                              | <p>The health educator has students create course-at-glance documents for their families.</p> <p>The health educator uses digital platforms to share work samples and to keep families updated on what's going on in the health education class.</p> <p>The health educator creates and distributes regular newsletters.</p>                | <input type="radio"/> Beginning<br><input type="radio"/> Approaching<br><input type="radio"/> Proficient<br><input type="radio"/> Distinguished |                 |
| The health educator frequently updates students and their families about their progress.   | <p>The health educator provides students with regular and timely feedback.</p> <p>The health educator provides students with regular progress reports.</p>  | <input type="radio"/> Beginning<br><input type="radio"/> Approaching<br><input type="radio"/> Proficient<br><input type="radio"/> Distinguished |                 |