

Professional Development Assessment Tool Middle and High School FLASH

This tool is designed as a self-assessment, but can also be used by an administrator or other third party to assess an educator's skills and comfort level with core FLASH competencies. The purpose of a self-assessment is to give educators a chance to reflect on their own strengths and areas of knowledge as well as identifying areas in which they would like to further develop their knowledge, comfort or skills. It is important to answer each item as honestly and accurately as possible to aid in the creation of a professional development plan that is useful to the educator.

Most teachers and even sexual health professionals have received limited sexual health training. Having many areas of low knowledge or comfort does not necessarily mean that an individual is not well suited to teach sexual health education. It is important to remember that even seasoned sexual health educators may have limited experience with the FLASH curriculum and its approaches.

The FLASH Professional Development Assessment Tool can be used as a starting point for creating a professional development plan, to ensure every educator is able to receive the support they need to successfully deliver the FLASH curriculum. After completing the assessment, it is suggested that the educator work with their supervisor to create a useful and appropriate professional development plan. These plans could focus on increasing the educator's knowledge or comfort in certain areas, increasing their familiarity with the topics, or building classroom management skills, among others. The FLASH Training of Educators can help address these needs, as can other professional development opportunities. Asynchronous FLASH teacher training can be purchased online at <https://flash.braincert.com>

This assessment covers the following topics:

- FLASH Content Comfort and Knowledge
- FLASH Lesson Comfort and Knowledge
- FLASH Presentation, Facilitation, and Classroom Management Skills

FLASH Content Comfort and Knowledge

Indicate both your comfort and your knowledge with the following topics. For example, you might mark “completely comfortable” if you feel neutral, unconcerned or positive about a topic. You might mark “somewhat uncomfortable” or “not comfortable” if a topic makes you feel at all uneasy, embarrassed, stressed, or troubled. You might mark “very knowledgeable” if you have taught the topic several times before and have current information. You might mark “somewhat knowledgeable” or “not knowledgeable” if you feel unprepared to answer questions or are confused the topic.

	Completely comfortable	Somewhat comfortable	Not comfortable	Very knowledgeable	Somewhat knowledgeable	Not knowledgeable
Birth control methods						
• Birth control pill						
• Patch						
• Vaginal ring						
• Depo shot						
• Pulling out (Withdrawal)						
• IUD						
• Implant						
• Condom						
• Emergency contraception (EC)						
Abstinence						
Refusal skills						
Male reproductive system						
Female reproductive system						
Conception						
Pregnancy						
Abortion						
Adoption						
Sexual orientation						
Gender identity						
Gender stereotypes						
Sexual violence						
Healthy relationships						
HIV						
STDS (not including HIV)						
State sexual health education laws						
State sexual health care access laws						
State sexual violence laws						

FLASH Lesson Knowledge and Comfort

Indicate both your comfort and your knowledge with the following High School and Middle School FLASH lesson plans.

	Completely comfortable	Somewhat comfortable	Not comfortable	Very knowledgeable	Somewhat knowledgeable	Not knowledgeable
HS L1: Climate Setting						
HS L2: Reproductive System						
HS L3: Pregnancy						
HS L4: Sexual Orientation and Gender Identity						
HS L5: Undoing Gender Stereotypes						
HS L6: Healthy Relationships						
HS L7: Coercion and Consent						
HS L8: Online Safety						
HS L9: Abstinence						
HS L10: Birth Control Methods						
HS L11: Preventing HIV and other STDs						
HS L12: Condoms to Prevent Pregnancy, HIV and other STDs						
HS L13: Testing for HIV and other STDs						
HS L14: Communication and Decision Making						
HS L15: Improving School Health						
MS L1: Reproductive System and Pregnancy						
MS L2: Sexual Orientation and Gender Identity						
MS L3: Rules of Dating						
MS L4: Saying No						
MS L5: Preventing STDs						
MS L6: Condoms to Prevent HIV and Other STDs						
MS L7: Birth Control Methods						

Presentation, facilitation and classroom management skills

The following strategies are useful in any classroom. They also carry a special significance in the teaching of sexual health education, where student and teachers anxieties may be heightened, and where students who have experienced trauma may be feeling especially vulnerable. It is a good idea to monitor the types of presentation, facilitation and classroom management strategies that are being used during the teaching of FLASH to ensure that they support the goals of inclusive, trauma-informed effective sexual health education.

How often does the educator utilize the following skills?

	I always do this	I do this sometimes	I rarely do this	I never do this
Managing Challenging Behaviors				
State rules, guidelines and instructions as “do’s” instead of “no’s” or “don’ts”				
Provide behavior correction to students in a way that allows them to save face				
Use the least restrictive procedure to discourage rule violating behavior (for ex. proximity to student, whole class announcement, re-teaching, etc.)				
Positively interact with every student at least once during the class period, even if student is withdrawn or agitated				
Use of voice and Body				
Ensure teacher can be clearly heard and understood at all times – projects voice, enunciates, avoids fillers, fluctuates tone and pitch appropriately, even when subject matter is sensitive				
Match tone and body language to topic – clearly understands which portions are lighthearted or humorous and which are more serious, and conveys this through tone and body language				
Avoids pointing to or referencing own body or bodies of students when teaching about bodies				
Use of language				
Uses plain language – avoids jargon, medical and high literacy words, offers varied terms to improve comprehension while avoiding crass or offensive language				
Avoids 1 st and 2 nd person framing of sexual behaviors – uses 3 rd person and/or passive voice				
Appropriately utilizes FLASH question answering strategies, including the Values Question Protocol and strategies for personal, technique and slang questions				
Avoids language that could (even unintentionally) make a person feel ashamed				

	I always do this	I do this sometimes	I rarely do this	I never do this
Tone and Demeanor				
Is warm and welcoming in demeanor, tone and with word choices, even when dealing with difficult students				
Uses non-judgmental language, tone and demeanor when discussing all FLASH content and when answering all student questions				
Active listening skills				
Restates participant questions and comments to lend validity and encourage participation				
Provides non-verbal encouragement to participants while they are speaking				
Asks for clarification and avoids assumptions				
Provides validation before correcting misinformation				
Remains patient and encouraging when participants struggle to communicate				
Harm reduction and trauma informed practices				
Speaks matter-of-factly about trauma (for example, re: how common rape, sexual abuse and relationship violence are)				
Conveys positive attitude about all birth control methods, including withdrawal, condoms, and hormonal methods				
Offers support and encouragement for use of any pregnancy prevention method, even when partial, incomplete or inconsistent (for example: using condoms sometimes, using EC in the absence of another method)				
Conveys a positive attitude about sex in general				
Uses language and examples that reflect a variety of sexual orientations and gender identities				
Avoids statements that suggest sexual behavior is tied to a specific sexual orientation, gender, or other group affiliation				
Focuses on behavior, not identity, when discussing risk				