Professional Learning Standards for Sex Education

Assessment Tool

SEX EDUCATION Collaborative

Assessment Tool

INSTRUCTIONS

This tool is designed as a companion to the *Professional Learning Standards for Sex Education* (PLSSE) to help identify needs for professional development and/or technical assistance among those who teach or will teach sex education.

The PLSSE is divided into four domains: context for sex education, professional disposition, best practices, and key content areas. Each domain includes indicators related to educator's knowledge of content, familiarity with teaching methods, and understanding of best practices. School administrators and educators can use the PLSSE to determine areas where teachers are most proficient and those in which additional professional development may be needed.

This Assessment Tool is designed to make that task even easier by asking educators to rate their own capability and comfort. The tool can be given to current educators to complete or could be used to develop questions for determining qualifications of future educators.

Educators should be assured that their responses will be treated confidentially and are not intended as part of a performance review.

Administrators should follow up on any area in which educators express concerns about capability or comfort or indicate that they'd like a refresher. Administrators working with a group of educators should identify the most commonly cited indicators in which educators express a need for greater comfort or capability, and ensure that those topics are prioritized when creating a professional development plan.

In the absence of coordinated professional development opportunities, individual educators can use this tool to assess their own comfort and competencies and seek out resources such as webinars and online training courses.

Assessment Tool

SCHOOL/ORGANIZATION NAME: _____

EDUCATOR NAME: _____   DATE: _____

DOMAIN #1: CONTENT FOR SEX EDUCATION

Understanding the positive impact that sex education has on young people can help educators guide their teaching and maintain enthusiasm. Before taking on classroom instruction, educators also need to understand the policies that govern sex education in their state and school district.

Indicator	How would you rate your CAPABILITY to do this?	What is your COMFORT level in doing this?	Do you need a refresher in this area?
1.1 – Describe three health (physical,social, and/or emotional) and/or academic benefits of sex education for young people.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
1.2 – Describe state and/or district laws, policies and standards that relate to sex education where one teaches.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No

DOMAIN #2: PROFESSIONAL DISPOSITION

A safe learning environment allows students to explore and articulate their beliefs, values, and experiences relevant to sex education. To create such an environment, educators need to examine their own personal values, understand their conscious and unconscious biases, and set personal boundaries around their self-disclosure.

Indicator	How would you rate your CAPABILITY to do this?	What is your COMFORT level in doing this?	Do you need a refresher in this area?
2.1.1 – Explain the difference between personal and universal values relating to sexuality.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
2.1.2 – Describe how verbal and nonverbal expression of personal values, and comfort with topics related to sex education, could impact one's teaching.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
2.1.3 – Explain the importance of educators refraining from sharing their personal values when implementing sex education.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No

DOMAIN #2: PROFESSIONAL DISPOSITION

Indicator	How would you rate your CAPABILITY to do this?	What is your COMFORT level in doing this?	Do you need a refresher in this area?
2.1.4 – Define conscious and unconscious bias and explain how they could influence one's teaching of sex education.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
2.2.1 – Define conscious and unconscious bias and explain how they could influence one's teaching of sex education.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
2.2.2 – Describe three impacts that conscious and unconscious bias could have on cross-cultural interactions when teaching sex education.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
2.2.3 – Explain how an educator's personal beliefs about racial and reproductive justice could influence their teaching of sex education.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
2.2.4 – Describe three strategies to reduce the impact of conscious and unconscious bias and enhance crosscultural interactions in the classroom when teaching sex education.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
2.3.1 – Describe the importance of teachers' maintaining professional boundaries when teaching sex education.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
2.3.2 – List three factors to consider regarding personal disclosure when teaching sex education.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
2.3.3 – Demonstrate how to reduce the impact of educators' passive and/or active personal disclosure on the educational environment.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
2.3.4 – Explain the roles and responsibilities of a mandated reporter.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
2.3.5 – Explain the state- and district mandated reporting requirements and procedures.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No

DOMAIN #3: BEST PRACTICES FOR SEX EDUCATION

Being familiar with the best practices in the field of sex education can help educators handle potentially sensitive topics, foster an engaging learning environment, choose the most effective teaching strategies for each group, and answer even the most challenging questions.

Indicator	How would you rate your CAPABILITY to do this?	What is your COMFORT level in doing this?	Do you need a refresher in this area?
3.1.1 – Define racism (including individual, interpersonal, institutional, ideological, structural, and systemic), racial micro-aggressions, and reproductive justice.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
3.1.2 – Name three sexual health inequities and some of their systemic causes.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
3.1.3 – Describe three ways power, privilege, prejudice, discrimination, and stereotypes related to age, race, ethnicity, sexual orientation, gender, gender identity, socioeconomic status, immigration status, and/or physical or intellectual ability can impact sexual health and reproductive justice.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
3.1.4 – Describe three effective response strategies when a student or school community member hasbeen hurt or wronged by bias.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
3.1.5 – Describe three strategies educators can use to acknowledge and proactively work to mitigate the impact of bias on their students' sexual health and multiple, intersecting identities.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
3.2.1 – Demonstrate three techniques to create an inclusive and affirming learning environment.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
3.2.2 – Demonstrate three strategies for creating culturally responsive classrooms.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
3.2.3 – Describe three elements of a trauma-informed approach to sexual health education.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No

DOMAIN #3: BEST PRACTICES FOR SEX EDUCATION

Indicator	How would you rate your CAPABILITY to do this?	What is your COMFORT level in doing this?	Do you need a refresher in this area?
3.2.4 – Demonstrate three strategies of a trauma-informed approach to sex education.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
3.3.1 – Demonstrate the ability to build rapport with students.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
3.3.2 – Demonstrate three student-centered instructional approaches that support a variety of learning styles.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
3.3.3 – Explain the differences between positive vs. shaming approaches to teaching sex education.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
3.3.4 – Demonstrate how to use the experiential learning cycle when teaching.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
3.3.5 – Describe three effective strategies for practicing skills with students.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
3.3.6 – Describe three strategies for actively involving parents, caregivers, and other trusted adults in a sex education program.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
3.3.7 – Demonstrate the ability to analyze and tailor lesson plans to match the age, developmental stages, cultural backgrounds, and other identities of students.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
3.4.1 – Explain three reasons why it is important to respond to every question students ask when teaching sex education.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
3.4.2 – Demonstrate the ability to effectively answer three different types of challenging questions.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No

DOMAIN #4: KEY CONTENT AREAS

Knowing the facts about all of the topics covered in sex education is an essential part of being an effective teacher. Educators must have extensive and current knowledge of the core content found in the *National Sex Education Standards.*

Indicator	How would you rate your CAPABILITY to do this?	What is your COMFORT level in doing this?	Do you need a refresher in this area?
4.1.1 – Describe three distinguishing characteristics between healthy and unhealthy relationships, involving family, friends, and/or romantic partners.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.1.2 – Explain three ways that healthy relationships can positively impact personal well-being.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.1.3 – Describe three strategies for teaching students communication skills.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.1.4 – Describe three strategies for incorporating the positive and negative impacts of communicating through technology into lessons on healthy relationships.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.1.5 – Describe three ways to help students set and respect personal boundaries in relationships.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.2.1 – Define consent.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.2.2 – Explain why consent is a fundamental right for people of all ages.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.2.3 – Differentiate between situations in which sexual consent is and is not present.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.2.4 – Identify three youth-friendly resources to assist survivors of sexual assault, abuse, incest or domestic violence.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No

Indicator	How would you rate your CAPABILITY to do this?	What is your COMFORT level in doing this?	Do you need a refresher in this area?
4.2.5 – Explain sex trafficking and the state laws related to it.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.2.6 – Explain bodily autonomy and how it relates to consent and sexual abuse prevention.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.2.7 – Explain the impact of childhood trauma on decision making and the sexual health of students.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.2.8 – Demonstrate three strategies to prevent and/or intervene in bullying and teasing.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.2.9 – Describe three strategies to help students identify a trusted adult.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.3.1 – Explain how availability of supportive school staff, presence of Gay-Straight Alliances (GSAs), gender-inclusive curricular resources, and the presence of comprehensive enumerated anti-harassment school policies are related to improved school climate for students of all sexual orientations.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.3.2 – Define sexual orientation and sexual identity, including that everyone has both.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.3.3 – Explain the difference between sexual orientation, sexual behavior, and sexual identity.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.3.4 – Demonstrate the use of inclusive and affirming language.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No

DOMAIN #4: KEY CONTENT AREAS

Indicator	How would you rate your CAPABILITY to do this?	What is your COMFORT level in doing this?	Do you need a refresher in this area?
4.3.5 – Demonstrate the ability to intervene effectively in homophobic and other bullying comments and actions.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.3.6 – Explain three ways that LGBQ+ youth are at disproportionate risk for health disparities.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.3.7 – Identify three credible, medically accurate, youth-friendly resources that can provide information or support related to sexual orientation.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.3.8 – Explain why it is essential to include positive portrayals of LGBQ+ people in lessons.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.3.9 – Demonstrate three strategies that can be used to include positive portrayals of LGBQ+ youth in lessons.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.4.1 – Explain how availability of supportive school staff, presence of Gay-Straight Alliances (GSAs), gender-inclusive curricular resources, and the presence of comprehensive enumerated anti-harassment school policies are related to improved school climate for students of all gender identities.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.4.2 – Demonstrate the use of inclusive and affirming language.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.4.3 – Define gender identity and sex assigned at birth.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.4.4 – Explain how gender identity and gender expression are distinct from each other and from sexual orientation.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No

DOMAIN #4: KEY CONTENT AREAS

Indicator	How would you rate your CAPABILITY to do this?	What is your COMFORT level in doing this?	Do you need a refresher in this area?
4.4.5 – Demonstrate the ability to intervene effectively in transphobic, sexist, misogynistic, and other gender-related bullying comments or actions.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.4.6 – Explain three ways that transgender and gender expansive youth are at disproportionate risk for health disparities.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.4.7 – Identify three credible, medically accurate, youth-friendly resources for information and support related to transgender and gender expansive people.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.4.8 – Explain why it is essential to include positive portrayals of transgender and gender expansive people in lessons.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.4.9 – Demonstrate at three strategies that can be used to make lessons affirming for transgender and gender expansive people.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.5.1 – Describe how puberty prepares the human body for the potential to reproduce.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.5.2 – List three physical, three social, and three emotional changes that occur during puberty.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.5.3 – Identify three practices that students can adopt for maintaining healthy habits during puberty.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.6.1 – Explain the benefits of teaching young children the medically accurate terms for genitals.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.6.2 – Demonstrate the ability to use medically accurate terms for sexual and reproductive anatomy, including all external genitals.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No

DOMAIN #4: KEY CONTENT AREAS

Indicator	How would you rate your CAPABILITY to do this?	What is your COMFORT level in doing this?	Do you need a refresher in this area?
4.6.2 – Demonstrate the ability to use medically accurate terms for sexual and reproductive anatomy, including all external genitals.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.6.3 – Explain the function of the individual sexual and reproductive body parts and how they typically work.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.6.4 – Explain the stages of the human sexual response cycle.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.7.1 – Explain fertilization, implantation, conception, and how pregnancy occurs.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.7.2 – Demonstrate the steps necessary for effective external and internal condom use and how to access condoms.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.7.3 – Describe the differences in mechanisms of action and access between emergency contraception and the abortion pill.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.7.4 – Explain methods of contraception, including the latest medical advances that are popular among young people.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.7.5 – Describe pregnancy options, including parenting, adoption, and abortion.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.7.6 – Identify three federal and/or state laws that impact young peoples' access to effective reproductive and sexual health care.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.8.1 – Describe HIV and three common STDs/STIs, and how each can and cannot be transmitted.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No

DOMAIN #4: KEY CONTENT AREAS

Indicator	How would you rate your CAPABILITY to do this?	What is your COMFORT level in doing this?	Do you need a refresher in this area?
4.8.2 – Explain that many STD/STIs do not cause symptoms and the only way to know if you have one is to be tested.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.8.3 – Explain the benefit of getting tested and treated for HIV and other STDs/STIs.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.8.4 – Explain three facilitators and three barriers to STD/STI testing and treatment.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.8.5 – Demonstrate the steps necessary for effective external and internal condom use, and explain how to access condoms.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.8.6 – Describe the latest medical advances in HIV and other STDs/STIs prevention and treatment.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No
4.8.7 – Identify three medically accurate, youth-friendly resources for STD/STI and HIV prevention, testing, and treatment.	☐ High ☐ Moderate ☐ Low	☐ High ☐ Moderate ☐ Low	☐ Yes ☐ No