



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: Context for Comprehensive 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 state and local 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.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
1.2 - Describe state and/or district laws, policies and standards that relate to sex education where one teaches.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No

Domain 2: Professional Disposition

A safe learning environment allows students to explore and articulate their beliefs, values, and lived 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.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.1.3 - Explain the importance of educators refraining from sharing their personal values when implementing sex education.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> 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?
2.1.4 - Demonstrate the ability to respond effectively to students' values-based comments and questions.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.2.1 - Define conscious and unconscious bias and explain how they could influence one's teaching of sex education.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.2.2 - Describe three impacts that conscious and unconscious bias could have on cross-cultural interactions when teaching sex education.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.2.3 - Explain how an educator's personal beliefs about racial and reproductive justice could influence their teaching of sex education.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.2.4 - Describe three strategies to reduce the impact of conscious and unconscious bias and enhance cross-cultural interactions in the classroom when teaching sex education.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.3.1 - Describe the importance of teachers' maintaining professional boundaries when teaching sex education.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.3.2 - List three factors to consider regarding personal disclosure when teaching sex education.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.3.3 - Demonstrate how to reduce the impact of educators' passive and/or active personal disclosure on the educational environment.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.3.4 - Explain the roles and responsibilities of a mandated reporter.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.3.5 - Explain the state- and district-mandated reporting requirements and procedures.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.1.2 - Name three sexual health inequities and some of their systemic causes.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.1.3 - Describe three ways power, privilege, prejudice, discrimination, and stereotypes related to age, race, ethnicity, sexual orientation, gender, gender identity, socio-economic status, immigration status, and/or physical or intellectual ability can impact sexual health and reproductive justice.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.1.4 - Describe three effective response strategies when a student or school community member has been hurt or wronged by bias.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.2.1 - Demonstrate three techniques to create an inclusive and affirming learning environment.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.2.2 - Demonstrate three strategies for creating culturally responsive classrooms.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.2.3 - Describe three elements of a trauma-informed approach to sexual health education.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> 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?
3.2.4 - Demonstrate three strategies of a trauma-informed approach to sex education.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.3.1 - Demonstrate the ability to build rapport with students.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.3.2 - Demonstrate three student- centered instructional approaches that support a variety of learning styles.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.3.3 - Explain the differences between positive vs. shaming approaches to teaching sex education.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.3.4 - Demonstrate how to use the experiential learning cycle when teaching.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.3.5 - Describe three effective strategies for practicing skills with students.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.3.6 - Describe three strategies for actively involving parents, caregivers, and other trusted adults in a sex education program.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.4.1 - Explain three reasons why it is important to respond to every question students ask when teaching sex education.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.4.2 - Demonstrate the ability to effectively answer three different types of challenging questions.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.1.2 - Explain three ways that healthy relationships can positively impact personal well-being.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.1.3 - Describe three strategies for teaching students communication skills.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.1.4 - Describe three strategies for incorporating the positive and negative impacts of communicating through technology into lessons on healthy relationships.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.1.5 - Describe three ways to help students set and respect personal boundaries in relationships.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.2.1 - Define consent.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.2.2 - Explain why consent is a fundamental right for people of all ages.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.2.3 - Differentiate between situations in which sexual consent is and is not present.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.2.4 - Identify three youth-friendly resources to assist survivors of sexual assault, abuse, incest or domestic violence.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.2.6 - Explain bodily autonomy and how it relates to consent and sexual abuse prevention.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.2.7 - Explain the impact of childhood trauma on decision making and the sexual health of students.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.2.8 - Demonstrate three strategies to prevent and/or intervene in bullying and teasing.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.2.9 - Describe three strategies to help students identify a trusted adult.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.3.2 - Define sexual orientation and sexual identity, including that everyone has both.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.3.3 - Explain the difference between sexual orientation, sexual behavior, and sexual identity.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.3.4 - Demonstrate the use of inclusive and affirming language.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> 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?
4.3.5 - Demonstrate the ability to intervene effectively in homophobic and other bullying comments and actions.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.3.6 - Explain three ways that LGBTQ+ youth are at disproportionate risk for health disparities.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.3.7 - Identify three credible, medically accurate, youth-friendly resources that can provide information or support related to sexual orientation.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.3.8 - Explain why it is essential to include positive portrayals of LGBTQ+ people in lessons.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.3.9 - Demonstrate three strategies that can be used to include positive portrayals of LGBTQ+ youth in lessons.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.4.2 - Demonstrate the use of inclusive and affirming language.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.4.3 - Define gender identity and sex assigned at birth.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.4.4 - Explain how gender identity and gender expression are distinct from each other and from sexual orientation.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> 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?
4.4.5 - Demonstrate the ability to intervene effectively in transphobic, sexist, misogynistic, and other gender-related bullying comments or actions.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.4.6 - Explain three ways that transgender and gender expansive youth are at disproportionate risk for health disparities.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.4.7 - Identify three credible, medically accurate, youth-friendly resources for information and support related to transgender and gender expansive people.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.4.8 - Explain why it is essential to include positive portrayals of transgender and gender expansive people in lessons.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.4.9 - Demonstrate at three strategies that can be used to make lessons affirming for transgender and gender expansive people.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.5.1 - Describe how puberty prepares the human body for the potential to reproduce.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.5.2 - List three physical, three social, and three emotional changes that occur during puberty.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.5.3 - Identify three practices that students can adopt for maintaining healthy habits during puberty.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.6.1 - Explain the benefits of teaching young children the medically accurate terms for genitals.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.6.2 - Demonstrate the ability to use medically accurate terms for sexual and reproductive anatomy, including all external genitals.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> 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?
4.6.3 - Explain the function of the individual sexual and reproductive body parts and how they typically work.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.6.4 - Explain the stages of the human sexual response cycle.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.7.1 - Explain fertilization, implantation, conception, and how pregnancy occurs.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.7.2 - Demonstrate the steps necessary for effective external and internal condom use and how to access condoms.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.7.3 - Describe the differences in mechanisms of action and access between emergency contraception and the abortion pill.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.7.4 - Explain methods of contraception, including the latest medical advances that are popular among young people.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.7.5 - Describe pregnancy options, including parenting, adoption, and abortion.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.7.6 - Identify three federal and/or state laws that impact young peoples' access to effective reproductive and sexual health care.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.8.1 - Describe HIV and three common STDs/STIs, and how each can and cannot be transmitted.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
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.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> 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?
4.8.3 - Explain the benefit of getting tested and treated for HIV and other STDs/STIs.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.8.4 - Explain three facilitators and three barriers to STD/STI testing and treatment.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.8.5 - Demonstrate the steps necessary for effective external and internal condom use, and explain how to access condoms.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.8.6 - Describe the latest medical advances in HIV and other STDs/STIs prevention and treatment.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.8.7 - Identify three medically accurate, youth-friendly resources for STD/STI and HIV prevention, testing, and treatment.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<input type="checkbox"/> Yes <input type="checkbox"/> No