

<http://www.aplu.org/document.doc?id=3482> **Professional Preparation Program Curriculum Mapping Tool for Implementation of the *National Teacher Preparation Standards for Sexuality Education***

Purpose: To identify where and how standards and indicators are addressed in curriculum and illustrates the sequence in which concepts and skills are taught across the curriculum.

Overview: This Curriculum Mapping Tool is designed to be used in conjunction with Assessment of the Application of the *National Teacher Preparation Standards for Sexuality Education* in a Professional Preparation Program. While the assessment tool is designed to determine how well your curriculum addresses the Standards within individual courses, the curriculum mapping tool allows administration, faculty and instructors to identify where and how standards and indicators are addressed in curriculum/plan of study and illustrates the sequence in which concepts and skills are taught across the curriculum/plan of study.

Outcomes of this Curriculum Mapping Tool: The process of reviewing not only the content of individual courses via the assessment, but also the sequencing of concepts and skills taught may highlight ways in which individual courses need to be amended to ensure that the sequence of indicators are appropriately being introduced, reinforced, mastered and assessed.

Directions: This form (pages 2-3) should be completed by the committee convened to complete the Assessment of the Application of the *National Teacher Preparation Standards for Sexuality Education* in a Professional Preparation Program.

- Using the list of all relevant courses by number and title on page 1 of the Assessment of the Application of the Standards, insert the Course Prefix and Number in sequence of the curriculum using the color code to illustrate how the standard is taught: **Introduced**, **Reinforced**, **Mastered** and **Assessed**.

| | | | | | | | | |
|---|--|--|--|--|--|--|--|--|
| <p>4.3 Describe when and from whom to seek guidance on sexuality related ethical/legal matters when there is no policy or the policy is unclear.</p> | | | | | | | | |
| <p>4.4 Differentiate between professional and unprofessional conduct with students, both in and outside of the classroom and school.</p> | | | | | | | | |
| <p>5. PLANNING: Plan developmentally and age- and developmentally-appropriate sexuality education that is aligned with standards, policies and laws and reflects the diversity of the community.</p> | | | | | | | | |
| <p>5.1 Apply learning and behavioral theories to sexuality education lesson planning.</p> | | | | | | | | |
| <p>5.2 Apply state and/or district laws, policies, and standards to select and adapt curriculum content that is appropriate and permissible for a district.</p> | | | | | | | | |
| <p>5.3 Identify appropriate resources and policies to guide instructional planning.</p> | | | | | | | | |
| <p>5.4 Plan effective strategies to teach sexuality education in the cognitive, affective, and behavioral learning domains.</p> | | | | | | | | |
| <p>5.5 Plan developmentally and age-appropriate sexuality education instruction.</p> | | | | | | | | |
| <p>6. IMPLEMENTATION: Use a variety of effective strategies to teach sexuality education.</p> | | | | | | | | |
| <p>6.1 Demonstrate strategies for creating a safe, respectful learning environment that fosters open discussion about a wide range of sexuality related topics.</p> | | | | | | | | |
| <p>6.2 Demonstrate effective classroom management skills specific to sexuality education.</p> | | | | | | | | |
| <p>6.3 Convey accurate and developmentally appropriate information about sexuality.</p> | | | | | | | | |
| <p>6.4 Engage learners using realistic and relevant situations relating to sexuality education.</p> | | | | | | | | |

7. ASSESSMENT: Implement effective strategies to assess student knowledge, attitudes and skills in order to improve sexuality education instruction.

| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| 7.1 Use multiple strategies to assess knowledge, skills, and attitudes about sexuality that are measureable, observable, and aligned with learning objectives. | | | | | | | | |
| 7.2 Analyze assessment results and determine any necessary changes for future sexuality education instruction. | | | | | | | | |
| 7.3 Apply assessment results to the continuous improvement of their sexuality education instruction. | | | | | | | | |