

Assessment of the Application of the *National Teacher Preparation Standards for Sexuality Education*

Overview:

This assessment tool is designed for use by administrators, faculty, and instructors in institutions of higher education (IHE) who are responsible for professional teacher-preparation programs in health education and health education/physical education. The *National Teacher Preparation Standards for Sexuality Education* (referred to as “Standards” and “Indicators”) in this document are intended to be used with upper-division undergraduate, pre-service courses that focus on health education curricula and instruction, and in graduate-level health education courses. The purpose of this assessment is to determine how well your curriculum addresses the *Standards* in your Professional Preparation Program.

By committee:

This assessment should be completed by a committee comprised of faculty and administrators responsible for the instruction in professional preparation courses in teaching and health education, including human sexuality; it should not be scored by one individual. A single score will be determined by consensus of the committee (those specifically responsible for the course content or skills related to the standards and indicators) for each indicator per related course.

Outcomes of this assessment:

Several outcomes may be generated from this exercise. The degree to which the standard is being met should become obvious upon review of the scores for each indicator. The committee may want to review the course curriculum, consider the faculty expertise for teaching the curriculum, and modify the curriculum to address certain standards and specific indicators, among other actions. An action plan for modifying the program may be a next step in processing decisions to integrate these standards into the program.

Steps in completing this assessment:

- (1) Select a committee comprised of faculty and administrators who are responsible for the professional preparation of health education teachers. Consider representatives from Schools of Education, Health/Health Science/Public Health and Human Sexuality, and other disciplines.
- (2) Select a leader for the committee.
- (3) Delegate committee members to assess standards and indicators that are best aligned with courses they teach and where these standards may be found.
- (4) Subcommittees may be formed among faculty members who are responsible for one or more of the course(s) that are the most well-matched or suited for implementation of the standard.
- (5) The committee will identify each course that is aligned with the standards. The program/school and course number should be entered in the top row (diagonally).
- (6) Using the scoring rubric, the committee or subcommittee should determine the level or degree to which the standard is being met.
- (7) Once the assessment is complete, the committee should regroup to review the results, determine next steps, and, if needed, complete an Action Plan. The plan will identify the specific task, those responsible, and the steps to be taken along with a timeline. A reporting mechanism to discuss progress and hold members accountable will be needed.

National Teacher Preparation Standards for Sexuality Education: Assessment of Courses Implementing Indicators

Purpose: The purpose of this tool is to inform faculty and administrators about the extent to which standards and indicators are currently being met.

Directions: This form (pages 1-3) should be completed by a committee of administrators (program directors or coordinators), faculty, and those familiar with the professional preparation of health education, and faculty from related disciplines who teach required courses in the professional preparation or teacher credential program in sexuality education. Only faculty who can inform if and to what degree these standards are met in coursework and practicum/internship/student teaching at the undergraduate and graduate levels should participate in this assessment.

- Make copies(pages 1-3) for department faculty to work together on the analysis of their sexuality education–related courses.
- On the first page, write the school, department, program, and names of the faculty team members.
- List all relevant courses by number and title.
- On page 2, insert the school, department, and program in the top row. In the columns below, insert the course number (“C#_____”).
- Use the *Standards* and relevant indicators (left column) to determine the course/practicum for which the indicator is not met, partially met, or fully met.*
- Total the sum for each standard and list in the right column.
- Write in additional standards that are related to the professional preparation standards for teaching sexuality education. Use the same scoring rubric.

Scoring rubric:

2: The indicator is fully met, students document learning and skills related to this indicator.

1: The indicator is partially met, students document limited or some learning and skills related to this indicator.

0: The indicator is not met.

**Note:* The degree to which the standard is met will be determined by the scoring of the indicators related to each standard. However, consider that a 0 for one indicator and a 2 for another indicator should not be inferred that the program is partially meeting the standard [“However, it should not be inferred that the program is partially meeting the standard if there is a 0 for one indicator and a 2 for another.”]. All indicators must be at least partially met to judge that a standard is being at least minimally met.

National Teacher Preparation Standards for Sexuality Education
School, Department, Program Representatives and Courses Identification

(page 1 of 3)

Directions: Please fill in the following information:

School: _____

Department: _____

Program: _____

Faculty representatives and related course numbers he/she is responsible for teaching:

Name _____ Course Nos. _____

Name _____ Course Nos. _____

Name _____ Course Nos. _____

Name _____ Course Nos. _____

Name _____ Course Nos. _____

Name _____ Course Nos. _____

Name _____ Course Nos. _____

Name _____ Course Nos. _____

Name _____ Course Nos. _____

Name _____ Course Nos. _____

Write the course number and corresponding title below:

Course # ____ . Title: _____

Course # ____ . Title: _____

Course # ____ . Title: _____

Course # ____ . Title: _____

Course # ____ . Title: _____

Course # ____ . Title: _____

Course # ____ . Title: _____

Course # ____ . Title: _____

Course # ____ . Title: _____

Course # ____ . Title: _____

Course # ____ . Title: _____

Course # ____ . Title: _____

National Teacher Preparation Standards for Sexuality Education: Course Assessment (page 2 of 3)

Standards & Indicators	School: _____ Dept: _____												
	Program: _____												
	C# _____			C# _____			C# _____			C# _____			Total
Successful Teacher Candidates will:	2	1	0	2	1	0	2	1	0	2	1	0	
1. PROFESSIONAL DISPOSITION: Demonstrate comfort with, commitment to and self-efficacy in teaching sexuality education.													
1.1 Demonstrate the ability to teach in ways that communicate that sexual development is an inherent part of child and adolescent development.													
1.2 Describe the importance of sexuality education as an integral part of K-12 health education.													
1.3 Demonstrate awareness of their own personal values, beliefs, biases, and experiences related to sexuality education.													
1.4 Demonstrate how their personal values, beliefs, biases, and experiences can influence the way they teach sexuality education.													
1.5 Model self-efficacy to teach sexuality education in age- and developmentally-appropriate ways													
1.6 Select their own continuing professional development needs relating to school-based sexuality education.													
2. DIVERSITY AND EQUITY: Show respect for individual, family and cultural characteristics and experiences that may influence student learning about sexuality.													
2.1 Demonstrate the ability to create a safe and inclusive classroom environment for all students.													
2.2 Describe how students' diverse backgrounds and experiences may affect students' personal beliefs, values, and knowledge about sexuality.													
2.3 Demonstrate the ability to select or adapt sexuality education materials that both reflect the range of characteristics of the students and community and respect the visible and invisible diversities that exist in every classroom.													
3. CONTENT KNOWLEDGE: Have accurate knowledge of the biological, emotional and social aspects of human sexuality and the laws relating to sexuality and youth.													
3.1 Describe accurate and current content, as reflected in the <i>National Sexuality Education Standards</i> , in the following topic areas:													
a. anatomy and physiology;													
b. puberty and adolescent development;													
c. sexual orientation and gender identity and expression;													
d. pregnancy and reproduction;													
e. sexually transmitted diseases and HIV;													
f. healthy relationships; and													
g. personal safety.													
3.2 Explain the stages of child and adolescent sexual development including cognitive, physical, and emotional changes.													
3.3 Describe at least three health behavior theories relevant to sexual health promotion.													
3.4 Describe current federal and state laws relating to sexuality that have an impact on youth.													
3.5 Demonstrate the ability to identify accurate and reliable sources of information to keep their own sexuality related content knowledge current and relevant.													
3.6 Demonstrate the ability to identify valid and reliable sexual health information, health products, and community services relevant to students.													

National Teacher Preparation Standards for Sexuality Education: Course Assessment (page 3 of 3)

Standards & Indicators, continued	School: _____ Dept: _____												
	Program: _____												
	C#			C#			C#			C#			Total
Successful Teacher Candidates will:	2	1	0	2	1	0	2	1	0	2	1	0	
4. LEGAL AND PROFESSIONAL ETHICS: Make decisions based on applicable federal, state and local laws, regulations and policies as well as professional ethics.													
4.1 Explain how to determine relevant state and school district reporting laws and procedures relating to student disclosure regarding sexual abuse, incest, dating violence, and other associated sexual health issues.													
4.2 Explain the policies and ethics associated with student confidentiality relating to sexuality and sexual health issues.													
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.													
4.4 Differentiate between professional and unprofessional conduct with students, both in and outside of the classroom and school.													
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.													
5.1 Apply learning and behavioral theories to sexuality education lesson planning.													
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.													
5.3 Identify appropriate resources and policies to guide instructional planning.													
5.4 Plan effective strategies to teach sexuality education in the cognitive, affective, and behavioral learning domains.													
5.5 Plan developmentally and age-appropriate sexuality education instruction.													
6. IMPLEMENTATION: Use a variety of effective strategies to teach sexuality education.													
6.1 Demonstrate strategies for creating a safe, respectful learning environment that fosters open discussion about a wide range of sexuality related topics.													
6.2 Demonstrate effective classroom management skills specific to sexuality education.													
6.3 Convey accurate and developmentally appropriate information about sexuality.													
6.4 Engage learners using realistic and relevant situations relating to sexuality education.													
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.													