

Classroom Teacher and Non-Classroom Personnel Observation Form for Sexuality Education Instruction

BACKGROUND: *National Teacher Preparation Standards for Sexuality Education*

The goal of the Future of Sex Education (FoSE) Initiative is to provide every young person in public school with high quality, comprehensive sexuality education that is developmentally-, culturally- and age-appropriate. As part of this ongoing Initiative, the *National Teacher Preparation Standards for Sexuality Education* were created to provide guidance to professional preparation programs within institutions of higher education that train health and physical education teachers. Programs that apply these *Standards* should be able to better prepare teachers to deliver sexuality education in middle and high schools, and to help meet the FoSE goal.

Seven standards comprise the *National Teacher Preparation Standards for Sexuality Education*.

Standard 1: Professional Disposition

Teacher Candidates demonstrate comfort with, commitment to and self-efficacy in teaching sexuality education.

Standard 2: Diversity and Equity

Teacher Candidates show respect for individual, family and cultural characteristics and experiences that may influence student learning about sexuality.

Standard 3: Content Knowledge

Teacher Candidates have accurate and current knowledge of the biological, emotional, social and legal aspects of human sexuality.

Standard 4: Legal and Professional Ethics

Teacher Candidates make decisions based on applicable federal, state and local laws, regulations and policies, as well as professional ethics.

Standard 5: Planning

Teacher Candidates plan age- and developmentally-appropriate sexuality education that is aligned with standards, policies and laws and reflects the diversity of the community.

Standard 6: Implementation

Teacher Candidates use a variety of effective strategies to teach sexuality education.

Standard 7: Assessment

Teacher Candidates implement effective strategies to assess student knowledge, attitudes and skills in order to improve sexuality education instruction.

When applying the standards and indicators to the observation of a classroom teacher and non-classroom personnel, the evaluator, as well as the classroom teacher or the non-classroom personnel should review the *National Teacher Preparation Standards for Sexuality Education*. With each of the *Standards* is a brief rationale, set of indicators and classroom examples specific to sexuality education instruction.

INTRODUCTION

The *Classroom Teacher and Non-Classroom Personnel Observation Form for Sexuality Education Instruction (Observation Form)* is aligned with the *National Teacher Preparation Standards for Sexuality Education*, and is to be used when evaluating classroom teachers or non-classroom personnel¹ who are delivering a sexuality education lesson or implementing a sexuality education program in the middle school or high school classroom. The form may be used by district or school personnel such as a principal/headmaster, vice principal, department chair, curriculum coordinator, mentor teacher, teacher leader or peer teacher. The completed form serves as a record of an observation for both the teacher and the evaluator.

Where applicable in the criteria on the *Observation Form*, indicators from the *National Teacher Preparation Standards for Sexuality Education* are identified (e.g., 1.1). The *Characteristics of Effective Sexuality and HIV Education Programs*² and principles of effective teaching^{3,4} were used to guide criteria used in the *Observation Form*. Each indicator may not be observed in a single lesson or even over several lessons. Therefore, the evaluator should use caution when evaluating the efficacy of the lesson based on the number of indicators checked.

Prior to the observation, a conference should be held between the evaluator and the teacher. During the conference, the evaluator should provide the teacher with the *Observation Form* (pgs. 1 – 3); the teacher should provide the evaluator with a copy of the lesson plan that will be used to guide instruction on the day of the observation. The *Observation Form* should be shared in advance with non-classroom personnel to assist them in planning, implementation and assessment of the sexuality education lesson(s)/program to be presented. The feedback may provide valuable information and assist school officials in making decisions about inviting or continued use of certain non-classroom personnel.

For the classroom teacher, this record, along with other forms of evidence of teacher performance and professionalism, may be used to inform the summative evaluation of the teacher. For the non-classroom personnel, this record will be used to provide feedback to the regular classroom teacher(s) and school administrator(s) on his or her performance.

¹ Non-classroom personnel may include school nurses, school psychologists, HIV/STD education specialists, health educators, curriculum specialists, instructional trainers, guest speakers representing community-based organizations, and instructional support personnel (Carbaugh, Marzano, & Toth, 2013) whose primary job is not day-to-day instruction of students.

² Kirby D. *Emerging Answers: Research Findings on Programs to Reduce Teen Pregnancy*. Washington, DC: National Campaign to Prevent Teen Pregnancy; 2008. Available at <http://www.advocatesforyouth.org/topics-issues/sexeducation/832?task=view>.

³ Eberly Center Teaching Excellence and Educational Innovation. *Principles of Teaching*; n.d. Available at <https://www.cmu.edu/teaching/principles/teaching.html>.

⁴ Centers for Disease Control and Prevention (CDC). *Health Education Curriculum Analysis Tool*. Atlanta, GA: CDC; 2012.

Classroom Teacher and Non-Classroom Personnel⁵ Observation Form for Sexuality Education Instruction

Directions: Fill in the information in the blank spaces.

Classroom Teacher Name: _____ **Date:** ___/___/___

Grade/Subject: _____ **School:** _____

For Non-Classroom Personnel

Employment responsibility (e.g., school nurse, instructional specialist, curriculum coordinator, instructional coach, health educator, instructional support personnel):

Employer: _____

Address: _____

Phone: _____ **e-mail:** _____

Evaluator Name: _____

School/District Position: _____

SCORING RUBRIC	
Apply this Scoring Rubric to all Criteria.	
Not Proficient (NP):	The educator’s performance for this criterion is unsatisfactory and not acceptable.
Needs Improvement (NI):	The educator’s performance on this criterion needs improvement.
Proficient (P):	The educator’s performance fully meets the performance of the criterion.
*N/A:	The criterion/indicator is not applicable, was not observed, or there was no evidence of the criterion/indicator.

⁵ For use in the Scoring Rubric and the Observation Form, “educator” is used to refer to both the Classroom Teacher and the Non-Classroom Personnel.

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Directions: For each observation criterion, check the appropriate and corresponding rating of the educator's performance proficiency using the **Scoring Rubric** (Proficient [P], Needs Improvement [NI], Not Proficient [NP], or N/A). On page 2, write overall comments, observations, examples and recommendations, and rate the educator's overall performance.

OBSERVATION CRITERIA					
Criteria	P	NI	NP	N/A	Comments
Clearly communicates sexuality education instruction learning outcomes and goals to students. ²					
Provides sexuality education instruction that is accurate, current, and age- and developmentally- appropriate, as reflected in the <i>National Sexuality Education Standards</i> . ^{3.1}					
Creates a classroom learning environment that is safe, inclusive and conducive to learning for all students. ^{2.1}					
Acknowledges how students' background and experiences may affect their personal beliefs, values and knowledge about sexuality. ^{2.2}					
Uses sexuality education materials that reflect the range of characteristics of students and community and respect the diversities that exist in the classroom. ^{2.3}					
Provides instruction focused on reducing one or more sexual behaviors that lead to unintended pregnancy or sexually transmitted infections, including HIV. ²					
Provides basic, accurate information about: the risks of teen sexual activity, ways to avoid intercourse or to use methods of protection against pregnancy and sexually transmitted infections, and using methods of protection against pregnancy and sexually transmitted infections. ²					
Identifies valid and reliable sexual health information, health products and community services relevant to students. ^{3.6}					
Uses effective strategies to teach sexuality education in the cognitive, affective and behavioral learning domains. ^{5.4}					
Provides students with examples of and practice with communication, negotiation and refusal skills. ^{2,5.5}					
Provides sexuality education instruction content and strategies that comply with state/district laws, policies and standards. ^{5.2}					
As needed, explains relevant state and school district reporting laws and procedures relating to student disclosure regarding sexual abuse, incest, dating violence and other sexual health issues. ^{4.1}					
Employs teaching methods designed to have students personalize the information. ²					
Connects lesson to realistic and relevant sexual health situations. ^{6.4}					
Uses sexuality education instruction and lesson activities that are accessible, appropriate and challenging for students. ^{2,6.4}					
Applies effective classroom management skills specific to sexuality education. ^{6.2}					
Links lesson content to previous and future learning of sexuality and sexual health. ^{5.1}					
Uses multiple strategies to assess knowledge, skills and attitudes about sexuality that are measurable, observable and aligned with learning objectives. ^{7.1}					
Recognizes personal values, beliefs, biases and experiences related to sexuality education. ^{1.3}					
Models comfort with, commitment to, and self-efficacy in teaching sexuality education in age- and developmentally-appropriate ways. ^{1.5}					

^{1.1} Denotes indicator related to Standard.

² Kirby, 2008.

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Overall Comments, Observations, and/or Examples:

Recommendations:

SCORING RUBRIC FOR OVERALL PERFORMANCE

Directions: Check one rating from scoring rubric below.

Highly effective, exemplary performance	<input type="checkbox"/>	The educator's performance and behaviors consistently and considerably exceed expectations ; behaviors have a strong positive impact on learners and/or classroom climate. This rating is reserved for performance that is truly accomplished, and may serve as a model for others.
Effective, proficient performance	<input type="checkbox"/>	The educator's performance and behaviors consistently meet expectations ; behaviors have a positive impact on learners and/or classroom climate. This rating is the rigorous, expected performance level for most experienced educators.
Ineffective, inadequate performance	<input type="checkbox"/>	The educator's performance and behaviors are consistently below expectations and need improvement. The educator requires support and assistance in meeting the criteria.
Unacceptable, unsatisfactory performance	<input type="checkbox"/>	The educator's performance and behaviors are far below expectations ; behaviors were not only ineffective, but also unacceptable. The educator requires considerable assistance and improvement prior to any further instruction.

Evaluator signature: _____

Date: _____

Classroom/Non-Classroom Personnel signature: _____

Date: _____

REFERENCES

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