2024 SCHOOL HEALTH PROFILES

**LEAD HEALTH EDUCATION TEACHER QUESTIONNAIRE**

This questionnaire will be used to assess school health education across your state or school district. Your cooperation is essential for making the results of this survey comprehensive, accurate, and timely. Your answers will be kept confidential.

#### INSTRUCTIONS

1. This questionnaire should be completed by the **lead health education teacher** (or the person most knowledgeable about health education at your school) and concerns only activities that occur in the **school listed below**. Please consult with other people if you are not sure of an answer.
2. Please use a #2 pencil to fill in the answer circles completely. Do not fold, bend, or staple this questionnaire or mark outside the answer circles.
3. Follow the instructions for each question.
4. Write any additional comments you wish to make at the end of this questionnaire.
5. Return the questionnaire in the envelope provided.

# Person completing this questionnaire

# Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Telephone number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-mail address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# To be completed by the agency conducting the survey

School name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **Survey ID** |
|  |  |  |  |
| 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 |

2024 SCHOOL HEALTH PROFILES

**LEAD HEALTH EDUCATION TEACHER QUESTIONNAIRE**

REQUIRED HEALTH EDUCATION COURSES

(Definition: A required health education course is one that students must take for graduation or promotion from your school and includes instruction about health topics such as alcohol and other drugs, food and nutrition, mental and emotional health, physical activity, sexual health, tobacco use, and violence prevention.)

**1. Is a required health education course taught in each of the following grades in your school?** (For each grade, mark yes or no, or if your school does not have that grade, mark “grade not taught in your school.”)

 **Grade not taught**

 **Grade Yes No in your school**

a. 6 1 2 3

b. 7 1 2 3

c. 8 1 2 3

d. 9 1 2 3

e. 10 1 2 3

f. 11 1 2 3

g. 12 1 2 3

HEALTH EDUCATION MATERIALS

**The following questions apply to any instruction on health topics such as those listed in the definition above Question 1, including instruction that is not required and instruction that occurs outside of health education courses.**

**2. Are those who teach health education at your school provided with each of the following materials?** (Mark yes or no for each material, or mark NA for each material if no one in your school teaches health education.)

**Material Yes No NA**

a. Goals, objectives, and expected outcomes for health

education 1 2 3

b. A chart describing the annual scope and sequence of

 instruction for health education 1 2 3

c. Plans for how to assess student performance in health

education 1 2 3

d. A written health education curriculum 1 2 3

e. Written instructional competencies for health education teachers

 (i.e., the essential knowledge and skills teachers need to be

 effective educators) 1 2 3

**3. Does your health education curriculum address each of the following skills?** (Mark yes or no for each skill, or mark NA for each skill if your school does not have a health education curriculum.)

 **Skill Yes No NA**

a. Comprehending concepts related to health promotion

and disease prevention to enhance health 1 2 3

b. Analyzing the influence of family, peers, culture, media,

technology, and other factors on health behaviors 1 2 3

c. Accessing valid information and products and services to

enhance health 1 2 3

d. Using interpersonal communication skills to enhance

health and avoid or reduce health risks 1 2 3

e. Using decision-making skills to enhance health 1 2 3

f. Using goal-setting skills to enhance health 1 2 3

g. Practicing health-enhancing behaviors to avoid or reduce

 risks 1 2 3

h. Advocating for personal, family, and community health 1 2 3

**SEXUAL HEALTH EDUCATION**

(Definition: Sexual health education is a systematic approach that uses medically accurate, developmentally appropriate, and culturally inclusive content to equip students with the essential knowledge and skills needed to avoid HIV, other sexually transmitted infections (STIs), and unintended pregnancy.)

**4**. **Are those who teach sexual health education at your school provided with each of the following materials?** (Mark yes or no for each material, or mark NA for each material if no one in your school teaches sexual health education.)

**Material Yes No NA**

a. An approved health education scope and sequence that

 includes learning objectives, outcomes, and content to

 guide sexual health education instruction 1 2 3

b. A written health education curriculum that includes

objectives and content addressing sexual health education 1 2 3

c. Teacher pacing guides for sexual health education

 (i.e., schedules that regulate a teacher’s pace of the unit

 or curriculum) 1 2 3

d. Teaching resources (e.g., lesson plans, handouts) to support

 sexual health education instruction 1 2 3

e. Strategies that are age-appropriate, relevant, and actively

engage students in learning 1 2 3

f. Methods to assess student knowledge and skills related to

sexual health education 1 2 3

**5. Does your school engage in each of the following practices related to sexual health education?** (Mark yes or no for each practice.)

 **Practice Yes No**

1. Notify parents or guardians before students receive instruction

 on pregnancy prevention, HIV prevention, other STI

 prevention, or human sexuality 1 2

1. Require parent or guardian consent (e.g., through permission

 or opt-out forms) before students receive instruction on

 pregnancy prevention, HIV prevention, other STI prevention,

 or human sexuality 1 2

1. Allow the use of waivers, exemptions, or substitutions for

 instruction about pregnancy prevention, HIV prevention,

 other STI prevention, or human sexuality 1 2

**REQUIRED HEALTH EDUCATION**

The following questions apply to any classroom instruction, including instruction that occurs outside of health education courses that students must receive for graduation or promotion from your school.

**6. During this school year, have teachers in your school tried to increase student knowledge on each of the following topics in a required course in any of grades 6 through 12?** (Mark yes or no for each topic.)

 **Topic Yes No**

a. Alcohol- or other drug-use prevention 1 2

b. Asthma 1 2

c. Chronic disease prevention (e.g., diabetes, obesity prevention) 1 2

d. Epilepsy or seizure disorder 1 2

e. Food allergies 1 2

f. Foodborne illness prevention 1 2

g. Human immunodeficiency virus (HIV) prevention 1 2

h. Human sexuality 1 2

i. Infectious disease prevention (e.g., influenza [flu] or COVID-19

 prevention) 1 2

j. Injury prevention and safety 1 2

k. Mental and emotional health 1 2

l. Nutrition and dietary behavior 1 2

m. Physical activity and fitness 1 2

n. Pregnancy prevention 1 2

o. Sexually transmitted infection (STI) prevention 1 2

p. Sleep health (e.g., how much sleep students need,

 good sleep habits) 1 2

q. Suicide prevention 1 2

r. Tobacco-use prevention or cessation 1 2

s. Violence prevention (e.g., bullying, fighting, dating violence

 prevention) 1 2

**7. During this school year, have teachers in your school tried to increase student knowledge on each of the following topics in a required course in any of grades 6 through 12?** (Mark yes or no for each topic.)

 **Topic Yes No**

1. Individual factors that influence health (e.g., race/ethnicity,

 sexual orientation, gender identity, socioeconomic status) 1 2

1. Social factors that influence health (e.g., access to education,

 food and housing stability, transportation, employment)  1 2

1. Combating stressors (e.g., discrimination, harassment,

 stereotypes) that negatively impact health . 1 2

1. Identifying systems of oppression (e.g., systemic racism) that

 hinder groups from accessing resources and privileges

 available to others 1 2

**8. During this school year, did teachers in your school implement the following culturally responsive and inclusive practices in a required course for students in grades 6 through 12?** (Mark yes or no for each practice.)

 **Practice Yes No**

1. Provided positive examples of a diversity of racial and ethnic

 people and relationships (e.g., family, peer, or romantic) 1 2

1. Encouraged students to respect others’ racial and ethnic

 identities 1 2

**9. During this school year, did teachers in your school teach each of the following tobacco-use prevention or cessation topics in a required course for students in any of grades 6 through 12?** (Mark yes or no for each topic.)

 **Topic Yes No**

a. Identifying tobacco products and the harmful substances they

contain 1 2

b. Identifying short- and long-term health consequences of

tobacco product use 1 2

c. Identifying social, economic, and cosmetic consequences

of tobacco product use 1 2

d. Understanding the addictive nature of nicotine 1 2

e. Effects of nicotine on the adolescent brain 1 2

f. Effects of tobacco product use on athletic performance 1 2

g. Effects of second-hand smoke and benefits of a smoke-free

environment 1 2

h. Understanding the social influences on tobacco product use,

 including media, family, peers, and culture 1 2

i. Identifying reasons why students do and do not use tobacco

 products 1 2

j. Making accurate assessments of how many peers use

 tobacco products 1 2

**Question 9, continued Yes No**

k. Using interpersonal communication skills to avoid tobacco product

use (e.g., refusal skills, assertiveness) 1 2

l. Using goal-setting and decision-making skills related to not using

tobacco products 1 2

m. Finding valid information and services related to tobacco-use

prevention and cessation 1 2

n. Supporting others who abstain from or want to quit using tobacco

 products 1 2

o. Identifying harmful effects of tobacco product use on

 fetal development 1 2

p. Relationship between using tobacco products and alcohol

 or other drugs 1 2

q. How addiction to tobacco products can be treated 1 2

r. Understanding school policies and community laws related to

the sale and use of tobacco products 1 2

s. Benefits of tobacco product cessation programs 1 2

10. During this school year, did teachers in your school teach about the following tobacco products in a required course for students in any of grades 6 through 12? (Mark yes or no for each product.)

 **Product Yes No**

a. Cigarettes 1 2

b. Smokeless tobacco (e.g., chewing tobacco, snuff, dip, snus,

 dissolvable tobacco) 1 2

c. Cigars, little cigars, or cigarillos 1 2

d. Pipes 1 2

e. Electronic vapor products (e.g., e-cigarettes, vapes,

 vape pens, e-hookahs, mods, or brands such as JUUL or Vuse) 1 2

**11. During this school year, did teachers in your school teach each of the following alcohol- and other drug-use prevention topics in a required course for students in any of grades 6 through 12?** (Mark yes or no for each topic.)

 **Topic Yes No**

a. Differences between proper use and abuse of over-the-counter

 medicines and prescription medicines 1 2

b. Harmful short- and long-term physical, psychological, and social

 effects of using alcohol and other drugs 1 2

c. Situations that lead to the use of alcohol and other drugs 1 2

d. Alcohol and other drug use as an unhealthy way to manage weight 1 2

e. Identifying reasons why individuals choose to use or not to use

 alcohol and other drugs 1 2

f. Using interpersonal communication skills to avoid alcohol and other

 drug use (e.g., refusal skills, assertiveness) 1 2

g. Supporting others who abstain from or want to quit using alcohol

 and other drugs 1 2

h. Understanding the social influences on alcohol and other drug use,

 including media, family, peers, and culture 1 2

i. How to persuade and support others to be alcohol

 and other drug free 1 2

**12. During this school year, did teachers in your school teach each of the following sexual health topics in a required course for students in each of the grade spans below?** (Mark yes or no for each topic for each grade span, or mark NA for each topic if your school does not contain grades in that grade span.)

 **Grades Grades**

 **6, 7, or 8 9, 10, 11, or 12**

 **Topic Yes No NA Yes No NA**

a. How HIV and other STIs are transmitted 1 2 3 1 2 3

b. Health consequences of HIV, other STIs, and

 pregnancy 1 2 3 1 2 3

c. The benefits of being sexually abstinent 1 2 3 1 2 3

d. How to access valid and reliable health

 information, products, and services related to

 HIV, other STIs, and pregnancy 1 2 3 1 2 3

e. The influences of family, peers, media, technology,

 and other factors on sexual risk behaviors 1 2 3 1 2 3

f. Communication and negotiation skills related to

 eliminating or reducing risk for HIV, other

 STIs, and pregnancy 1 2 3 1 2 3

g. Goal-setting and decision-making skills related to

 eliminating or reducing risk for HIV, other

 STIs, and pregnancy 1 2 3 1 2 3

h. Influencing and supporting others to avoid or

 reduce sexual risk behaviors 1 2 3 1 2 3

i. Efficacy of condoms, that is, how well condoms

 work and do not work 1 2 3 1 2 3

**Question 12, continued**

 **Grades Grades**

 **6, 7, or 8 9, 10, 11, or 12**

 **Topic Yes No NA Yes No NA**

j. The importance of using condoms consistently

 and correctly 1 2 3 1 2 3

k. How to obtain condoms 1 2 3 1 2 3

l. How to correctly use a condom 1 2 3 1 2 3

m. Methods of contraception other than condoms 1 2 3 1 2 3

n. The importance of using a condom at the same

 time as another form of contraception to prevent

 both STIs and pregnancy 1 2 3 1 2 3

o. How to create and sustain healthy and respectful

 relationships 1 2 3 1 2 3

p. The importance of limiting the number of sexual

 partners 1 2 3 1 2 3

q. Preventive care (such as screenings and

 immunizations) that is necessary to maintain

 reproductive and sexual health 1 2 3 1 2 3

r. How to communicate sexual consent between

 partners 1 2 3 1 2 3

s. Recognizing and responding to sexual

 victimization and violence 1 2 3 1 2 3

t. Diversity of sexual orientations and

 gender identities 1 2 3 1 2 3

u. How gender roles and stereotypes affect goals,

 decision making, and relationships 1 2 3 1 2 3

v. The relationship between alcohol and other drug

 use and sexual risk behaviors 1 2 3 1 2 3

w. Laws and policies related to adolescent sexual

 health services, such as minor consent for sexual

 health services 1 2 3 1 2 3

**13. During this school year, did teachers in your school assess the ability of students to do each of the following in a required course for students in each of the grade spans below?** (Mark yes or no for each topic for each grade span, or mark NA for each topic if your school does not contain grades in that grade span.)

 **Grades Grades**

 **6, 7, or 8 9, 10, 11, or 12**

 **Topic Yes No NA Yes No NA**

a. Comprehend concepts important to prevent

 HIV, other STIs, and pregnancy 1 2 3 1 2 3

b. Analyze the influence of family, peers, culture,

 media, technology, and other factors on sexual

 risk behaviors 1 2 3 1 2 3

c. Access valid information, products, and services

 to prevent HIV, other STIs, and pregnancy 1 2 3 1 2 3

d. Use interpersonal communication skills to avoid

 or reduce sexual risk behaviors 1 2 3 1 2 3

e. Use decision-making skills to prevent HIV, other

 STIs, and pregnancy 1 2 3 1 2 3

f. Set personal goals that enhance health, take

 steps to achieve these goals, and monitor

 progress in achieving them 1 2 3 1 2 3

g. Influence and support others to avoid or reduce

 sexual risk behaviors 1 2 3 1 2 3

**14. During this school year, did teachers in your school provide students with the opportunity to practice the following skills in a required course for students in any of grades 6 through 12?** (Mark yes or no for each skill.)

 **Skill Yes No**

a. Communication, decision-making, goal-setting, or refusal skills

 related to sexual health (e.g., through role playing) 1 2

b. Analyzing the influence of family, peers, culture, media,

 or technology on sexual health 1 2

c. Accessing valid sexual health information, products, and services 1 2

**15. During this school year, did teachers in your school implement the following inclusive practices when providing sexual health education in a required course for students in grades 6 through 12?** (Mark yes or no for each practice, or mark NA for each practice if no one in your school teaches sexual health education.)

**Practice Yes No NA**

a. Encouraged use of gender-neutral pronouns such as

 “they/them” during instruction to recognize gender diversity

 among students 1 2 3

b. Provided positive examples of lesbian, gay, bisexual,

 transgender, queer, or questioning (LGBTQ) people and same-

 sex or gender relationships (e.g., family, peer, or romantic) 1 2 3

c. Encouraged students to respect others’ sexual and

 gender identities 1 2 3

d. Provided students with information about LGBTQ resources

 within the school (e.g., counseling services, student support

 groups like Gay/Straight Alliances or Genders and Sexualities

 Alliances) 1 2 3

e. Identified additional LGBTQ resources available in the

 community or online 1 2 3

**16. During this school year, did teachers in your school teach each of the following nutrition and dietary behavior topics in a required course for students in any of grades 6 through 12?** (Mark yes or no for each topic.)

 **Topic Yes No**

a. Benefits of healthy eating 1 2

b. Benefits of drinking plenty of water 1 2

c. Benefits of eating breakfast every day 1 2

d. Food guidance using the current Dietary Guidelines for Americans

 (e.g., MyPlate, healthy eating patterns) 1 2

e. Using food labels 1 2

f. Differentiating between nutritious and non-nutritious beverages 1 2

g. Balancing food intake and physical activity 1 2

h. Eating more fruits, vegetables, and whole grain products 1 2

i. Choosing a variety of options within each food group 1 2

j. Choosing nutrient-dense foods and beverages that reflect

 personal preferences, culture, and budget 1 2

k. Choosing foods and snacks that are low in solid fat (i.e., saturated

 and trans fat) 1 2

l. Choosing foods, snacks, and beverages that are low in added

 sugars 1 2

m. Choosing foods and snacks that are low in sodium 1 2

n. Eating a variety of foods that are high in calcium 1 2

o. Eating a variety of foods that are high in iron 1 2

p. Food safety 1 2

q. Preparing healthy meals and snacks 1 2

r. Risks of unhealthy weight control practices 1 2

**Question 16, continued Yes No**

s. Accepting body size differences 1 2

t. Signs, symptoms, and treatment for eating disorders 1 2

u. Relationship between diet and chronic diseases 1 2

v. Finding valid information about nutrition

 (e.g., differentiating between advertising and factual

 information) 1 2

w. Food production, including how food is grown, harvested,

 processed, packaged, and transported 1 2

**17. During this school year, did teachers in your school teach each of the following physical activity topics in a required course for students in any of grades 6 through 12?** (Mark yes or no for each topic.)

 **Topic Yes No**

a. Short- and long-term benefits of physical activity, including

 reducing the risks for chronic disease 1 2

b. Mental and social benefits of physical activity 1 2

c. Health-related fitness (i.e., cardiorespiratory endurance, muscular

 endurance, muscular strength, flexibility, and body composition) 1 2

d. Phases of a workout (i.e., warm-up, workout, and cool down) 1 2

e. Recommended amounts and types of moderate, vigorous, muscle-

 strengthening, and bone-strengthening physical activity 1 2

f. Decreasing sedentary activities (e.g., television viewing,

 using video games) 1 2

g. Preventing injury during physical activity 1 2

h. Weather-related safety (e.g., avoiding heat stroke, hypothermia,

 and sunburn while physically active) 1 2

i. Dangers of using performance-enhancing drugs (e.g., steroids) 1 2

j. Increasing daily physical activity 1 2

k. Incorporating physical activity into daily life (without relying on

 a structured exercise plan or special equipment) 1 2

l. Using safety equipment for specific physical activities 1 2

m. Benefits of drinking water before, during, and after physical

 activity 1 2

**18. During this school year, did teachers in your school teach each of the following mental and emotional health topics in a required course for students in any of grades 6 through 12?** (Mark yes or no for each topic.)

 **Topic Yes No**

a. Identifying and labeling emotions 1 2

b. How to express feelings in a healthy way 1 2

c. The importance of engaging in activities that are

 mentally and emotionally healthy 1 2

d. How to manage interpersonal conflict in healthy ways 1 2

e. How to prevent and manage emotional stress and anxiety

 in healthy ways 1 2

f. How to use self-control and impulse control strategies to promote

 health (e.g., goal setting and tracking, breathing techniques) 1 2

g. How to get help for troublesome thoughts, feelings, or actions

 for oneself and others 1 2

h. Value of individual differences (e.g., culture, ethnicity, ability) 1 2

i. How to establish and maintain healthy relationships 1 2

j. Importance of habits (e.g., exercise, healthy eating,

 meditation, mindfulness) that promote mental well-being 1 2

**19. During this school year, did teachers in your school teach each of the following violence prevention topics in a required course for students in any of grades 6 through 12?** (Mark yes or no for each topic.)

 **Topic Yes No**

a. Building empathy (e.g., identification with and understanding

 of another person’s feelings) 1 2

b. Perspective taking (e.g., taking another person’s point of view) 1 2

c. Strategies for being a positive bystander (e.g., safely de-escalating,

 preventing, or stopping bullying and harassment) 1 2

d. Describing how stigma, bias, and prejudice can lead to

 stereotypes, discrimination, and violence 1 2

e. Identifying the signs and symptoms of when someone may be

 thinking of hurting themselves 1 2

f. Getting help to prevent or stop violence (including inappropriate

 touching, harassment, abuse, bullying, hazing, fighting,

 and hate crimes) 1 2

g. Getting help for self or others who are in danger of

 hurting themselves 1 2

PARENT AND FAMILY INVOLVEMENT

**20. During this school year, did your school provide parents and families with health information designed to increase parent and family knowledge of each of the following topics?** (Mark yes or no for each topic.)

 **Topic Yes No**

a. Alcohol- or other drug-use prevention 1 2

b. Asthma 1 2

c. Chronic disease prevention (e.g., diabetes, obesity prevention) 1 2

d. Food allergies 1 2

e. HIV, other STI, or pregnancy prevention 1 2

f. Nutrition and healthy eating 1 2

g. Mental and emotional health 1 2

h. Physical activity 1 2

i. Preventing student bullying and sexual harassment, including

 electronic aggression (i.e., cyber-bullying) 1 2

j. Tobacco-use prevention or cessation 1 2

PROFESSIONAL DEVELOPMENT

**21. During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on each of the following topics?** (Mark yes or no for each topic.)

 **Topic Yes No**

a. Alcohol- or other drug-use prevention 1 2

b. Asthma 1 2

c. Chronic disease prevention (e.g., diabetes, obesity prevention) 1 2

d. Epilepsy or seizure disorder 1 2

e. Food allergies 1 2

f. Foodborne illness prevention 1 2

g. Human immunodeficiency virus (HIV) prevention 1 2

h. Human sexuality 1 2

i. Infectious disease prevention (e.g., influenza [flu] or COVID-19

 prevention) 1 2

j. Injury prevention and safety 1 2

k. Mental and emotional health 1 2

l. Nutrition and dietary behavior 1 2

m. Physical activity and fitness 1 2

n. Pregnancy prevention 1 2

o. Sexually transmitted infection (STI) prevention 1 2

p. Sleep health (e.g., how much sleep students need,

 good sleep habits) 1 2

q. Suicide prevention 1 2

r. Tobacco-use prevention or cessation 1 2

s. Violence prevention (e.g., bullying, fighting, dating violence

 prevention) 1 2

22. During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on each of the following topics? (Mark yes or no for each topic.)

 **Topic Yes No**

a. Teaching students with physical, medical, or cognitive

disabilities 1 2

b. Teaching students of various racial/ethnic and cultural backgrounds 1 2

c. Teaching English language learners (ELL) 1 2

d. How to support lesbian, gay, bisexual, transgender, queer, and

 questioning (LGBTQ) students (e.g., bystander intervention skills,

 implementing safe spaces, use of inclusive language, providing

 students with information about LGBTQ resources within

 the school) 1 2

e. Applying trauma-informed practices to promote social, emotional,

and educational success 1 2

f. Supporting student mental and emotional health 1 2

g. Reducing unconscious or implicit bias and stereotypes based on

 race/ethnicity, sexual orientation, gender identity, or other

 characteristics 1 2

h. How to support racial and ethnic minority students (e.g., fostering

 an anti-racist culture, implementing safe spaces, use of inclusive

 practices, providing students with information about racial/ethnic-

 specific resources within the school) 1 2

i. Using interactive teaching methods (e.g., role plays,

cooperative group activities) 1 2

j. Encouraging family or community involvement 1 2

k. Teaching skills for behavior change 1 2

l. Classroom management techniques (e.g., social skills training,

environmental modification, conflict resolution and mediation,

behavior management) 1 2

m. Assessing student performance in health education 1 2

**23. During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on each of the following topics related to teaching sexual health education?** (Mark yes or no for each topic. If you did not receive professional development on sexual health education, mark no for each topic.)

 **Topic Yes No**

1. Aligning lessons and materials with the district scope and

 sequence for sexual health education 1 2

b. Creating a comfortable and safe learning environment for students

 receiving sexual health education 1 2

c. Connecting students to on-site or community-based sexual

 health services 1 2

d. Using a variety of effective instructional strategies to deliver

 sexual health education 1 2

e. Building student skills in HIV, other STI, and pregnancy

 prevention 1 2

f. Assessing student knowledge and skills in sexual health education 1 2

g. Understanding current district or school board policies or

 curriculum guidance regarding sexual health education 1 2

h. Identifying appropriate modifications to the sexual health curriculum

 to meet the needs of all students 1 2

i. Engaging parents in sexual health education 1 2

j. Delivering virtual or eLearning sexual health education instruction 1 2

**24. During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on each of the following topics?** (Mark yes or no for each topic.)

 **Topic Yes No**

1. Individual factors that influence health (e.g., race/ethnicity,

 sexual orientation, gender identity, socioeconomic status) 1 2

1. Social factors that influence health (e.g., access to education,

 food and housing stability, transportation, employment) 1 2

1. Combating stressors (e.g., discrimination, harassment,

 stereotypes) that negatively impact health 1 2

1. Identifying systems of oppression (e.g., systemic racism) that

 hinder groups from accessing resources and privileges

 available to others 1 2

**25. Would you like to receive professional development on each of the following topics?** (Mark yes or no for each topic.)

 **Topic Yes No**

a. Alcohol- or other drug-use prevention 1 2

b. Asthma 1 2

c. Chronic disease prevention (e.g., diabetes, obesity prevention) 1 2

d. Epilepsy or seizure disorder 1 2

e. Food allergies 1 2

f. Foodborne illness prevention 1 2

g. Human immunodeficiency virus (HIV) prevention 1 2

h. Human sexuality 1 2

i. Infectious disease prevention (e.g., influenza [flu] or COVID-19

 prevention) 1 2

j. Injury prevention and safety 1 2

k. Mental and emotional health 1 2

l. Nutrition and dietary behavior 1 2

m. Physical activity and fitness 1 2

n. Pregnancy prevention 1 2

o. Sexually transmitted infection (STI) prevention 1 2

p. Sleep health (e.g., how much sleep students need,

 good sleep habits) 1 2

q. Suicide prevention 1 2

r. Tobacco-use prevention or cessation 1 2

s. Violence prevention (e.g., bullying, fighting, dating violence

 prevention) 1 2

26. Would you like to receive professional development on each of the following topics? (Mark yes or no for each topic.)

 **Topic Yes No**

a. Teaching students with physical, medical, or cognitive

disabilities 1 2

b. Teaching students of various racial/ethnic and cultural backgrounds 1 2

c. Teaching English language learners (ELL) 1 2

d. How to support lesbian, gay, bisexual, transgender, queer, and

 questioning (LGBTQ) students (e.g., bystander intervention skills,

 implementing safe spaces, use of inclusive language, providing

 students with information about LGBTQ resources within

 the school) 1 2

e. Applying trauma-informed practices to promote social, emotional,

and educational success 1 2

f. Supporting student mental and emotional health 1 2

g. Reducing unconscious or implicit bias and stereotypes based on

 race/ethnicity, sexual orientation, gender identity, or other

 characteristics 1 2

h. How to support racial and ethnic minority students (e.g., fostering

 an anti-racist culture, implementing safe spaces, use of inclusive

 practices, providing students with information about racial/ethnic-

 specific resources within the school) 1 2

i. Using interactive teaching methods (e.g., role plays,

cooperative group activities) 1 2

j. Encouraging family or community involvement 1 2

k. Teaching skills for behavior change 1 2

l. Classroom management techniques (e.g., social skills training,

environmental modification, conflict resolution and mediation,

behavior management) 1 2

m. Assessing student performance in health education 1 2

27. Would you like to receive professional development on each of the following topics related to teaching sexual health education? (Mark yes or no for each topic.)

 **Topic Yes No**

1. Aligning lessons and materials with the district scope and

 sequence for sexual health education 1 2

b. Creating a comfortable and safe learning environment for students

 receiving sexual health education 1 2

c. Connecting students to on-site or community-based sexual

 health services 1 2

d. Using a variety of effective instructional strategies to deliver

 sexual health education 1 2

e. Building student skills in HIV, other STI, and pregnancy

 prevention 1 2

f. Assessing student knowledge and skills in sexual health education 1 2

g. Understanding current district or school board policies or

 curriculum guidance regarding sexual health education 1 2

h. Identifying appropriate modifications to the sexual health curriculum

 to meet the needs of all students 1 2

i. Engaging parents in sexual health education 1 2

j. Delivering virtual or eLearning sexual health education instruction 1 2

**PROFESSIONAL CERTIFICATION**

28. Currently, are you certified, licensed, or endorsed by the state to teach health education in middle school or high school? (Mark one response.)

a Yes

b No

Thank you for your responses. Please return this questionnaire.