

**2022 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: _____

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

**2022 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 injuries and violence, alcohol and other drug use, tobacco use, nutrition, HIV infection, and physical activity.)

1. How many required health education courses do students take in grades 6 through 12 in your school? (Mark one response.)

- Ⓐ 0 courses → **Skip to Question 3**
- Ⓑ 1 course
- Ⓒ 2 courses
- Ⓓ 3 courses
- Ⓔ 4 or more courses

2. 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	Yes	No	Grade not taught 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.

3. 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

4. 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 MATERIALS

(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 STDs, and unintended pregnancy.)

5. 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

REQUIRED HEALTH EDUCATION

(Definition: Required health education means any classroom instruction on health topics such as those listed in the definition above Question 1, including instruction that occurs outside of health education courses that students must receive for graduation or promotion from your school.)

6. Is health education instruction required for students in any of grades 6 through 12 in your school? (Mark one response.)

- Ⓐ Yes
- Ⓑ No

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
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 disease (STD) 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

8. 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
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

9. **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).....	1	2

10. **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

11. **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.)**

Topic	<u>Grades</u> <u>6, 7, or 8</u>			<u>Grades</u> <u>9, 10, 11, or 12</u>		
	Yes	No	NA	Yes	No	NA
a. How HIV and other STDs are transmitted.....	1.....	2.....	3.....	1.....	2.....	3.....
b. Health consequences of HIV, other STDs, 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 STDs, 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 STDs, and pregnancy.....	1.....	2.....	3.....	1.....	2.....	3.....
g. Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, 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.....
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 STDs 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.....

Question 11, continued

Topic	<u>Grades</u>			<u>Grades</u>		
	<u>6, 7, or 8</u>			<u>9, 10, 11, or 12</u>		
	Yes	No	NA	Yes	No	NA
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

12. 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.)

Topic	<u>Grades</u>			<u>Grades</u>		
	<u>6, 7, or 8</u>			<u>9, 10, 11, or 12</u>		
	Yes	No	NA	Yes	No	NA
a. Comprehend concepts important to prevent HIV, other STDs, 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 STDs, 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 STDs, 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

13. 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

14. 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, or transgender (LGBT) 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 LGBT 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 LGBT resources available in the community or online.....	1	2	3

15. 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
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

16. 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-term 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

17. 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

18. 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

19. 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 STD, or pregnancy prevention.....	1	2
f.	Nutrition and healthy eating.....	1	2
g.	Physical activity	1	2
h.	Preventing student bullying and sexual harassment, including electronic aggression (i.e., cyber-bullying).....	1	2
i.	Tobacco-use prevention or cessation	1	2

20. During this school year, have teachers in this school given students health education homework assignments or activities to do at home with their parents? (Mark one response.)

- Ⓐ Yes
- Ⓑ No

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 disease (STD) 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, and transgender students (e.g., bystander intervention skills, implementing safe spaces, use of inclusive language, providing students with information about LGBT resources within the school)	1	2
e. Using interactive teaching methods (e.g., role plays, cooperative group activities)	1	2
f. Encouraging family or community involvement	1	2
g. Teaching skills for behavior change	1	2
h. Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, behavior management)	1	2
i. 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
a. 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 STD, 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. 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 disease (STD) 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

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. 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, and transgender students (e.g., bystander intervention skills, implementing safe spaces, use of inclusive language, providing students with information about LGBT resources within the school)	1.....	2
e. Using interactive teaching methods (e.g., role plays, cooperative group activities).....	1.....	2
f. Encouraging family or community involvement	1.....	2
g. Teaching skills for behavior change	1.....	2
h. Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, behavior management).....	1.....	2
i. Assessing student performance in health education	1.....	2

26. **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
a. 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 STD, 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 PREPARATION

27. **What was the major emphasis of your professional preparation?** (Mark one response.)

- Ⓐ Health and physical education combined
- Ⓑ Health education
- Ⓒ Physical education
- Ⓓ Other education degree
- Ⓔ Kinesiology, exercise science, or exercise physiology
- Ⓕ Home economics or family and consumer science
- Ⓖ Biology or other science
- Ⓗ Nursing
- Ⓘ Counseling
- Ⓢ Public health
- Ⓚ Nutrition
- Ⓛ Other

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

- Ⓐ Yes
- Ⓑ No

29. Including this school year, how many years of experience do you have teaching health education courses or topics? (Mark one response.)

- Ⓐ 1 year
- Ⓑ 2 to 5 years
- Ⓒ 6 to 9 years
- Ⓓ 10 to 14 years
- Ⓔ 15 years or more

Thank you for your responses. Please return this questionnaire.