

2018 School Health Profiles: Lead Health Educator

2018 SCHOOL HEALTH PROFILES LEAD HEALTH EDUCATION TEACHER QUESTIONNAIRE

This questionnaire will be used to assess school health programs and policies 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.

This questionnaire should be completed by the lead health education teacher (or the person acting in that capacity) and concerns only activities that occur in your school and for the grade span selected. Please consult with other people if you are not sure of an answer.

Demographic Information

Page description:

This information is only used to contact you if clarification of information is needed. Individual responses will be kept confidential and at no time will your identity or that of your school or community be disclosed

Please complete the following demographic information

First Name

[contact("first name")]

Last Name

[contact("last name")]

Title

School Name

[contact('team')] *

Other

- Albany Community School
- Albert D. Lawton School
- Alburgh Community Ed Center
- Arlington Memorial High School
- Bakersfield School
- Barnet Elementary School
- Barre City Elem/Middle School
- Barre Town Middle And Elementary School
- Barstow Memorial School
- Barton Graded School
- Bellows Falls Middle School
- Bellows Falls Uhsd #27
- Bellows Free Academy (Fairfax) - High School
- Bellows Free Academy (Fairfax) - Middle School
- Bellows Free Academy (St Albans)
- Benson Village School
- Berkshire Elementary School
- Black River Usd #39
- Blue Mountain Usd #21
- Bratt. Area Middle Sch Uhsd #6
- Brattleboro Sr. Uhsd #6
- Brighton Elementary School
- Brownington Central School
- Burke Town School
- Burlington Senior High Sch
- Burr and Burton Academy
- Cabot School

Canaan Schools
Castleton Village School
Champlain Valley Uhsd #15
Charleston Elem. School
Charlotte Central School
Chelsea Public School
Colchester High School
Colchester Middle School
Concord Graded/ Middle School
Coventry Village School
Craftsbury Academy
Crossett Brook Middle Usd #45
Danville School
Dorset School
Dummerston Schools
Edmunds Middle School
Enosburg Falls Jr/Sr High Sch
Essex Comm. Ed. Ctr. Uhsd #46
Essex Middle School
Fair Haven Grade School
Fair Haven Uhsd #16
Fairfield Center School
Flood Brook Usd #20
Folsom Ed. And Community Ctr
Frances C Richmond
Frederick H. Tuttle Middle Sch
Georgia Elem/Middle School
Glover Village School
Grand Isle School
Green Mountain Uhsd #35
Halifax School
Hanover High School
Hartford High School
Hartford Mem. Middle School
Hartland Elementary School
Harwood Uhsd #19

Harwood Union Middle Uhsd #19
Hazen Uhsd #26
Hinesburg Community School
Irasburg Village School
Lake Region Uhsd #24
Lamoille Uhsd #18
Lamoille Union Middle School
Leland And Gray Uhsd #34
Lowell Graded School
Lunenburg & Gilman Schools
Lyman C. Hunt Middle School
Lyndon Institute
Lyndon Town School
Main Street School
Manchester Elem/Middle School
Marlboro Elementary School
Middlebury Sr. Uhsd #3
Middlebury Union Middle Sch #3
Mill River Usd #40
Millers Run Usd #37
Milton Middle School
Milton Senior High School
Missisquoi Valley Uhsd #7
Montgomery Center School
Montpelier High School
Mount Abraham Uhsd #28
Mt Mansfield Modified USD #401B
Mt. Anthony Sr. Uhsd #14
Mt. Anthony Union Middle Sch
Newark School
Newton Elementary School
North Country Jr Uhsd #22
North Country Sr Uhsd #22
Northfield Middle/High School
Orange Center School
Orleans Elementary School
Orwell Village School

Orwell Village School
Otter Valley Uhsd #8
Oxbow Uhsd #30
Peoples Academy
Peoples Academy Middle School
Poultney High School
Proctor Jr/Sr High School
Putney Central School
Randolph Uhsd #2
Readsboro Elementary School
Richford Jr/Sr High School
Rivendell Academy
Riverside Middle School
Rochester School
Rutland Middle School
Rutland Senior High School
Rutland Town School
Shelburne Community School
Sheldon Elementary School
So. Burlington High School
So. Royalton School
Spaulding Hsud #41
Springfield High School
St Albans City School
St Johnsbury Academy
St Johnsbury School
St. Albans Town Educ. Center
Stamford Elementary School
Stowe Middle/High School
Sutton Village School
Thetford Academy
Troy School
Tunbridge Central School
Twin Valley High School
Twin Valley Middle School
Twinfield Usd #33
U-32 High School (Uhsd #32)

- U-32 High School (Uhsd #32)
- Vergennes Uhsd #5
- Waits River Valley Usd #36
- Walden School
- Washington Village School
- Waterford Elementary School
- Weathersfield School
- West Rutland School
- Westford Elementary School
- Whitcomb Jr/Sr High School
- Williamstown Middle/High Sch
- Williston Central School
- Windsor Schools
- Winooski High School
- Winooski Middle School
- Woodstock Uhsd #4
- Woodstock Union Middle School
- Other

School Name

District / Supervisory Union

[contact("role")] *

- Addison Central
- Addison Northeast
- Addison Northwest
- Addison-Rutland
- Barre
- Battenkill Valley
- Bennington-Rutland
- Bennington-Rutland
- Blue Mountain SD
- Burlington SD
- Columbia Central

Caledonia Central
Caledonia North
Caledonia North
Chittenden Central
Chittenden East
Chittenden South
Colchester SD
Essex North
Essex Town SD
Essex-Caledonia
Franklin Central
Franklin Northeast
Franklin Northwest
Franklin West
Grand Isle
Hartford SD
Lamoille North
Lamoille South
Milton SD
Montpelier SD
North Country
Orange East
Orange East
Orange North
Orange Southwest
Orange-Windsor
Orleans Central
Orleans Southwest
Rivendell Interstate SD
Rutland Central
Rutland City SD
Rutland Northeast
Rutland South
Rutland Southwest
School Administrative Unit
South Burlington
Southwest Vermont

Southwest Vermont
Springfield SD
St. Johnsbury
St. Johnsbury
Two Rivers
Washington Central
Washington Northeast
Washington South
Washington West
Windham Central
Windham Northeast
Windham Southeast
Windham Southwest
Windsor Central
Windsor Northwest
Windsor Southeast
Windsor Southwest
Winooski SD
Other

District / Supervisory Union

Email Address
[contact("email")]

Phone Number

Required Health Education

Page description:

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.

How many required health education courses do students take in grades 6 through 12 in your school?

(Mark one response.)

- 0 courses
- 1 course
- 2 courses
- 3 courses
- 4 or more courses

Required Health Education

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.”)

	Yes	No	Grade not taught in your school
6th	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7th	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8th	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9th	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10th	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11th	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12th	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If students fail a required health education course, are they required to repeat it? (Mark one response.)

- Yes
- No

Health Education Materials

Page description:

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

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 at your school teaches health education.)

	Yes	No	NA
Goals, objectives, and expected outcomes for health education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A chart describing the annual scope and sequence of instruction for health education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans for how to assess student performance in health education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A written health education curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.)

	Yes	No	NA
Comprehending concepts related to health promotion and disease prevention to enhance health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessing valid information and products and services to enhance health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using interpersonal communication skills to enhance health and avoid or reduce health risks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using decision-making skills to enhance health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using goal-setting skills to enhance health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practicing health-enhancing behaviors to avoid or reduce risks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocating for personal, family, and community health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.)

	Yes	No	NA
Goals, objectives, and expected outcomes for sexual health education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A written health education curriculum that includes objectives and content addressing sexual health education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A chart describing the annual scope and sequence of instruction for sexual health education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies that are age-appropriate, relevant, and actively engage students in learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methods to assess student knowledge and skills related to sexual health education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Does your school provide curricula or supplementary materials that include HIV, STD, or pregnancy prevention information that is relevant to lesbian, gay, bisexual, transgender, and questioning youth (e.g., curricula or materials that use inclusive language or terminology)? (Mark one response.)

- Yes
- No

Required Health Education

Page description:

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

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

Yes

No

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.)

Yes No

Alcohol- or other drug-use prevention

Asthma

Chronic disease prevention (e.g., diabetes, obesity prevention)

Emotional and mental health

Epilepsy or seizure disorder

Food allergies

Foodborne illness prevention

Human immunodeficiency virus (HIV) prevention

Human sexuality

Infectious disease prevention (e.g., influenza [flu] prevention)

Injury prevention and safety

Nutrition and dietary behavior

Physical activity and fitness

Pregnancy prevention

Sexually transmitted disease (STD) prevention

Suicide prevention

Tobacco-use prevention

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

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

	Yes	No
Identifying tobacco products and the harmful substances they contain	<input type="radio"/>	<input type="radio"/>
Identifying short- and long-term health consequences of tobacco use	<input type="radio"/>	<input type="radio"/>
Identifying social, economic, and cosmetic consequences of tobacco use	<input type="radio"/>	<input type="radio"/>
Understanding the addictive nature of nicotine	<input type="radio"/>	<input type="radio"/>
Effects of nicotine on the adolescent brain	<input type="radio"/>	<input type="radio"/>
Effects of tobacco use on athletic performance	<input type="radio"/>	<input type="radio"/>
Effects of second-hand smoke and benefits of a smoke-free environment	<input type="radio"/>	<input type="radio"/>
Understanding the social influences on tobacco use, including media, family, peers, and culture	<input type="radio"/>	<input type="radio"/>
Identifying reasons why students do and do not use tobacco	<input type="radio"/>	<input type="radio"/>
Making accurate assessments of how many peers use tobacco	<input type="radio"/>	<input type="radio"/>
Using interpersonal communication skills to avoid tobacco use (e.g., refusal skills, assertiveness)	<input type="radio"/>	<input type="radio"/>
Using goal-setting and decision-making skills related to not using tobacco	<input type="radio"/>	<input type="radio"/>
Finding valid information and services related to tobacco-use prevention and cessation	<input type="radio"/>	<input type="radio"/>
Supporting others who abstain from or want to quit using tobacco	<input type="radio"/>	<input type="radio"/>
Identifying harmful effects of tobacco use on fetal development	<input type="radio"/>	<input type="radio"/>
Relationship between using tobacco and alcohol or other drugs	<input type="radio"/>	<input type="radio"/>
How addiction to tobacco use can be treated	<input type="radio"/>	<input type="radio"/>
Understanding school policies and community laws related to the sale and use of tobacco products	<input type="radio"/>	<input type="radio"/>
Benefits of tobacco cessation programs	<input type="radio"/>	<input type="radio"/>

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 6, 7,
or 8

Grades 9, 10, 11,
or 12

How HIV and other STDs are transmitted

Yes
No
NA

Yes
No
NA

Health consequences of HIV, other STDs, and pregnancy

Yes
No
NA

Yes
No
NA

The benefits of being sexually abstinent

Yes
No
NA

Yes
No
NA

How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy

Yes
No
NA

Yes
No
NA

The influences of family, peers, media, technology and other factors on sexual risk behaviors

Yes
No
NA

Yes
No
NA

Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy

Yes
No
NA

Yes
No
NA

STDs, and pregnancy

 NA NA

Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy

 Yes
 No
 NA Yes
 No
 NA

Influencing and supporting others to avoid or reduce sexual risk behaviors

 Yes
 No
 NA Yes
 No
 NA

Efficacy of condoms, that is, how well condoms work and do not work

 Yes
 No
 NA Yes
 No
 NA

The importance of using condoms consistently and correctly

 Yes
 No
 NA Yes
 No
 NA

How to obtain condoms

 Yes
 No
 NA Yes
 No
 NA

How to correctly use a condom

 Yes
 No
 NA Yes
 No
 NA

Methods of contraception other than condoms

 Yes
 No Yes
 No

Methods of contraception other than condoms

NA

NA

The importance of using a condom at the same time as another form of contraception to prevent both STDs and pregnancy

Yes
No
NA

Yes
No
NA

How to create and sustain healthy and respectful relationships

Yes
No
NA

Yes
No
NA

The importance of limiting the number of sexual partners

Yes
No
NA

Yes
No
NA

Preventive care (such as screenings and immunizations) that is necessary to maintain reproductive and sexual health

Yes
No
NA

Yes
No
NA

Sexual orientation

Yes
No
NA

Yes
No
NA

Gender roles, gender identity, or gender expression

Yes
No
NA

Yes
No
NA

Yes
No

Yes
No

The relationship between alcohol and other drug use and sexual risk behaviors

NO
NA

NO
NA

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 6, 7,
or 8

Grades 9, 10, 11,
or 12

Comprehend concepts important to prevent HIV, other STDs, and pregnancy

Yes
No
NA

Yes
No
NA

Analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors

Yes
No
NA

Yes
No
NA

Access valid information, products, and services to prevent HIV, other STDs, and pregnancy

Yes
No
NA

Yes
No
NA

Use interpersonal communication skills to avoid or reduce sexual risk behaviors

Yes
No
NA

Yes
No
NA

Use decision-making skills to prevent HIV, other STDs, and pregnancy

Yes
No
NA

Yes
No
NA

Set personal goals that enhance health, take steps to achieve these goals, and monitor progress in achieving them

Yes
No
NA

Yes
No
NA

Influence and support others to avoid or reduce sexual risk behaviors

Yes
No
NA

Yes
No
NA

During this school year, did teachers in your school provide students with the opportunity to practice communication, decision-making, goal-setting, or refusal skills related to sexual health, for example through role-playing? (Mark one response.)

- Yes
- No

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.)

	Yes	No
Benefits of healthy eating	<input type="radio"/>	<input type="radio"/>
Benefits of drinking plenty of water	<input type="radio"/>	<input type="radio"/>
Benefits of eating breakfast every day	<input type="radio"/>	<input type="radio"/>

Food guidance using the current Dietary Guidelines for Americans (e.g., MyPlate)	<input type="radio"/>	<input type="radio"/>
Using food labels	<input type="radio"/>	<input type="radio"/>
Differentiating between nutritious and non-nutritious beverages	<input type="radio"/>	<input type="radio"/>
Balancing food intake and physical activity	<input type="radio"/>	<input type="radio"/>
Eating more fruits, vegetables, and whole grain products	<input type="radio"/>	<input type="radio"/>
Choosing foods and snacks that are low in solid fat (i.e., saturated and trans fat)	<input type="radio"/>	<input type="radio"/>
Choosing foods, snacks, and beverages that are low in added sugars	<input type="radio"/>	<input type="radio"/>
Choosing foods and snacks that are low in sodium	<input type="radio"/>	<input type="radio"/>
Eating a variety of foods that are high in calcium	<input type="radio"/>	<input type="radio"/>
Eating a variety of foods that are high in iron	<input type="radio"/>	<input type="radio"/>
Food safety	<input type="radio"/>	<input type="radio"/>
Preparing healthy meals and snacks	<input type="radio"/>	<input type="radio"/>
Risks of unhealthy weight control practices	<input type="radio"/>	<input type="radio"/>
Accepting body size differences	<input type="radio"/>	<input type="radio"/>
Signs, symptoms, and treatment for eating disorders	<input type="radio"/>	<input type="radio"/>
Relationship between diet and chronic diseases	<input type="radio"/>	<input type="radio"/>
Assessing body mass index (BMI)	<input type="radio"/>	<input type="radio"/>
The influence of the media on dietary behaviors	<input type="radio"/>	<input type="radio"/>
Food production, including how food is grown, harvested, processed, packaged, and transported	<input type="radio"/>	<input type="radio"/>

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.)

	Yes	No
Short-term and long-term benefits of physical activity, including reducing the risks for chronic disease	<input type="radio"/>	<input type="radio"/>
Mental and social benefits of physical activity	<input type="radio"/>	<input type="radio"/>
Health-related fitness (i.e., cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition)	<input type="radio"/>	<input type="radio"/>
Phases of a workout (i.e., warm-up, workout, and cool down)	<input type="radio"/>	<input type="radio"/>
Recommended amounts and types of moderate, vigorous, muscle-strengthening, and bone-strengthening physical activity	<input type="radio"/>	<input type="radio"/>
Decreasing sedentary activities (e.g., television viewing, using video games)	<input type="radio"/>	<input type="radio"/>
Preventing injury during physical activity	<input type="radio"/>	<input type="radio"/>
Weather-related safety (e.g., avoiding heat stroke, hypothermia, and sunburn while physically active)	<input type="radio"/>	<input type="radio"/>
Dangers of using performance-enhancing drugs (e.g., steroids)	<input type="radio"/>	<input type="radio"/>
Increasing daily physical activity	<input type="radio"/>	<input type="radio"/>
Incorporating physical activity into daily life (without relying on a structured exercise plan or special equipment)	<input type="radio"/>	<input type="radio"/>
Using safety equipment for specific physical activities	<input type="radio"/>	<input type="radio"/>
Benefits of drinking water before, during, and after physical activity	<input type="radio"/>	<input type="radio"/>

Collaboration

During this school year, have any health education staff worked with each of the following groups on health education activities? (Mark yes or no for each group, or mark NA for each group if your school does not have any health education staff.)

	Yes	No	NA
Physical education staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health services staff (e.g., nurses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health or social services staff (e.g., psychologists, counselors, social workers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nutrition or food service staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School health council, committee, or team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.)

Yes No

HIV, other STD, or pregnancy prevention

Tobacco-use prevention

Alcohol- or other drug-use prevention

Physical activity

Nutrition and healthy eating

Asthma

Food allergies

Diabetes

Preventing student bullying and sexual harassment, including electronic aggression (i.e., cyber-bullying)

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

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.)

Yes No

Alcohol- or other drug-use prevention

Asthma

Chronic disease prevention (e.g., diabetes, obesity prevention)

Emotional and mental health

Epilepsy or seizure disorder

Food allergies

Foodborne illness prevention

HIV prevention

Human sexuality

Infectious disease prevention (e.g., flu prevention)

Injury prevention and safety

Nutrition and dietary behavior

Physical activity and fitness

Pregnancy prevention

STD prevention

Suicide prevention

Tobacco-use prevention

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

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.)

	Yes	No
Teaching students with physical, medical, or cognitive disabilities	<input type="radio"/>	<input type="radio"/>
Teaching students of various cultural backgrounds	<input type="radio"/>	<input type="radio"/>
Teaching students with limited English proficiency	<input type="radio"/>	<input type="radio"/>
Teaching students of different sexual orientations or gender identities	<input type="radio"/>	<input type="radio"/>
Using interactive teaching methods (e.g., role plays, cooperative group activities)	<input type="radio"/>	<input type="radio"/>
Encouraging family or community involvement	<input type="radio"/>	<input type="radio"/>
Teaching skills for behavior change	<input type="radio"/>	<input type="radio"/>
Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, behavior management)	<input type="radio"/>	<input type="radio"/>
Assessing or evaluating students in health education	<input type="radio"/>	<input type="radio"/>

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.)

	Yes	No
Aligning lessons and materials with the district scope and sequence for sexual health education	<input type="radio"/>	<input type="radio"/>
Creating a comfortable and safe learning environment for students receiving sexual health education	<input type="radio"/>	<input type="radio"/>
Connecting students to on-site or community-based sexual health services	<input type="radio"/>	<input type="radio"/>
Using a variety of effective instructional strategies to deliver sexual health education	<input type="radio"/>	<input type="radio"/>
Building student skills in HIV, other STD, and pregnancy prevention	<input type="radio"/>	<input type="radio"/>
Assessing student knowledge and skills in sexual health education	<input type="radio"/>	<input type="radio"/>
Understanding current district or school board policies or curriculum guidance regarding sexual health education	<input type="radio"/>	<input type="radio"/>

Professional Development

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

Yes No

Alcohol- or other drug-use prevention

Asthma

Chronic disease prevention (e.g., diabetes, obesity prevention)

Emotional and mental health

Epilepsy or seizure disorder

Food allergies

Foodborne illness prevention

HIV prevention

Human sexuality

Infectious disease prevention (e.g., flu prevention)

Injury prevention and safety

Nutrition and dietary behavior

Physical activity and fitness

Pregnancy prevention

STD prevention

Suicide prevention

Tobacco-use prevention

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

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

	Yes	No
Teaching students with physical, medical, or cognitive disabilities	<input type="radio"/>	<input type="radio"/>
Teaching students of various cultural backgrounds	<input type="radio"/>	<input type="radio"/>
Teaching students with limited English proficiency	<input type="radio"/>	<input type="radio"/>
Teaching students of different sexual orientations or gender identities	<input type="radio"/>	<input type="radio"/>
Using interactive teaching methods (e.g., role plays, cooperative group activities)	<input type="radio"/>	<input type="radio"/>
Encouraging family or community involvement	<input type="radio"/>	<input type="radio"/>
Teaching skills for behavior change	<input type="radio"/>	<input type="radio"/>
Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, behavior management)	<input type="radio"/>	<input type="radio"/>
Assessing or evaluating students in health education	<input type="radio"/>	<input type="radio"/>

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.)

	Yes	No
Aligning lessons and materials with the district scope and sequence for sexual health education	<input type="radio"/>	<input type="radio"/>
Creating a comfortable and safe learning environment for students receiving sexual health education	<input type="radio"/>	<input type="radio"/>
Connecting students to on-site or community-based sexual health services	<input type="radio"/>	<input type="radio"/>
Using a variety of effective instructional strategies to deliver sexual health education	<input type="radio"/>	<input type="radio"/>
Building student skills in HIV, other STD, and pregnancy prevention	<input type="radio"/>	<input type="radio"/>
Assessing student knowledge and skills in sexual health education	<input type="radio"/>	<input type="radio"/>
Understanding current district or school board policies or curriculum guidance regarding sexual health education	<input type="radio"/>	<input type="radio"/>

Professional Preparation

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

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

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

Additional Topics

How confident are you in teaching the following health-topics: (Mark one response for each topic)

	Very Confident	Confident	Somewhat Confident	Not confident	Not at all confident
Advising students about proper dental hygiene and the importance of dental visits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching students about dental cavities and gum disease	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling students about fluoride and other ways to prevent dental cavities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussing the impact of poor oral health on overall health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping students develop individualized physical activity plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administering fitness tests such as the FitnessGram	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Yes	No
Health practices that maintain the health of self and others (e.g. stress management, choice of friends and activities, etc.)	<input type="radio"/>	<input type="radio"/>
Dental / oral health (e.g. the importance of proper hygiene and the impact of poor oral health on overall health)	<input type="radio"/>	<input type="radio"/>
CPR/ AED	<input type="radio"/>	<input type="radio"/>
Environmental health (e.g. non-infectious, non-occupational environmental and related factors)	<input type="radio"/>	<input type="radio"/>
Personal Healthy Fit Zones (e.g. how to track, assess, and evaluate personal fitness levels using FitnessGram)	<input type="radio"/>	<input type="radio"/>

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

	Yes	No
Signs and symptoms of alcohol and other drug use, including the progression from non-use through addiction	<input type="radio"/>	<input type="radio"/>
Short and long-term effects of alcohol, tobacco, and other drugs on health	<input type="radio"/>	<input type="radio"/>
Health benefits of abstaining from use of alcohol, tobacco, and other drugs	<input type="radio"/>	<input type="radio"/>
How messages from the media, friends, family, and culture influence young people to use alcohol, tobacco, and other drugs	<input type="radio"/>	<input type="radio"/>
Use of effective interpersonal communication skills to counter influences and resist pressures to use alcohol and other drugs	<input type="radio"/>	<input type="radio"/>
Finding valid information and services related to health issues related to alcohol, tobacco, and other drugs	<input type="radio"/>	<input type="radio"/>

Thank You!

Thank you for your responses.

Your survey has been submitted.