### ****NOTE BEFORE MAKING/DISSEMINATING THE ASSESSMENT****

### ****Please use the assessment below as part of the pre-work for the PTC TOF. Before disseminating to all TOF participants, please delete all of this text in red. The assessment officially begins at “Professional Learning Needs Assessment\_PTC”.****

### ****We recommend that both the trainer/training organization and the TOF participants have a copy of their answers to this assessment. The best way to do this is to copy these questions into an online survey tool (such a survey monkey, Alchemer, or Google Forms). Participants would then be able to fill out the assessment online, and the tool would either send them a copy of their answers automatically, or the training organization would send them via email.****

### ****Note that all questions are \*, meaning that they are required questions.****

# Professional Learning Needs Assessment\_PTC

### ****READ ME BEFORE STARTING THIS ASSESSMENT!!**** Besides training on Power Through Choices, what else will you need to be the best facilitator ever? This assessment will help you find out. It's an abbreviated version of the [Professional Learning Standards for Sex Education Assessment Tool](https://www.healthyteennetwork.org/wp-content/uploads/PLSSE-assessmenttool.pdf). We have selected the items that are most relevant to Power through Choices and youth in systems of care. The numbers at the end of the questions connect to these standards.  You'll use this tool during the training to plan for continuing professional development, so you'll want to have a copy of your results and to have it ready when we refer to it. There are no right or wrong answers here, so be honest and don't agonize over your responses. No judgment, we promise!

### 1) Your name (First and Last)\*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Domain 1: Context for Comprehensive Sex Education

#### 2) Rate your current capability to do the following:  \*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Low** | **Moderate** | **High** | |
| Describe the benefits of sex education for youth in systems of care. (1.1) |  |  |  |
| Explain laws and policies related to sexual health for young people. (1.2) |  |  |  |

## Domain 2: Professional Disposition

#### 3) Rate your current capability to do the following:  \*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Low** | **Moderate** | **High** | |
| Know which values should/should not be shared during sex education. (2.1.1) |  |  |  |
| Use best practices for answering values-based questions during sex education. (2.1.4) |  |  |  |
| Define conscious and unconscious bias and explain how they could influence one’s teaching of sex education. (2.2.1) |  |  |  |
| Explain how personal beliefs about racial and reproductive justice could influence teaching of sex education. (2.2.3) |  |  |  |
| List factors to consider when disclosing personal information during sex education. (2.3.2) |  |  |  |

## Domain 3: Best Practices for Sex Education

#### 4) Rate your current capability to do the following:  \*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Low** | **Moderate** | **High** | |
| Define racism, racial microaggressions, and reproductive justice. (3.1.1) |  |  |  |
| Name three sexual health inequities and some of their systemic causes. (3.1.2) |  |  |  |
| Describe how power, privilege, prejudice, age, race, ethnicity, sexual orientation, gender identity, SES, immigration status, and/or physical or intellectual ability can impact sexual health and reproductive justice. (3.1.3) |  |  |  |
| Describe strategies to mitigate the impact of bias on sexual health. (3.1.5) |  |  |  |
| Explain how to create an inclusive and affirming learning environment. (3.2.1) |  |  |  |
| Use a trauma-informed approach in sex education. (3.2.4) |  |  |  |
| Explain the differences between positive vs. shaming approaches to teaching sex education. (3.3.3) |  |  |  |

## Domain 4: Key Content Areas

#### 5) Rate your current capability to do the following: \*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Low** | **Moderate** | **High** | |
| Describe the differences between healthy and unhealthy relationships. (4.1.1) |  |  |  |
| Describe how to set personal boundaries in relationships. (4.1.5) |  |  |  |
| Differentiate between situations in sexual consent is and is not present. (4.2.3) |  |  |  |
| Identify youth-friendly resources to assist survivors of sexual assault, abuse, incest or domestic violence. (4.2.4) |  |  |  |
| Explain sex trafficking and the state laws related to it. (4.2.5) |  |  |  |
| Explain the impact of childhood trauma on decision making and the sexual health of students. (4.2.7) |  |  |  |
| Describe three strategies to help students identify a trusted adult. (4.2.9) |  |  |  |
| Explain the difference between sexual orientation, sexual behavior, and sexual identity. (4.3.3) |  |  |  |
| Explain how gender identity, gender expression, and sexual orientation are distinct. (4.4.4) |  |  |  |
| Explain how to intervene effectively in homophobic, transphobic, sexist, misogynistic, and other bullying comments or actions. (4.3.5) |  |  |  |
| Explain the function of the individual sexual and reproductive body parts and how they typically work. (4.6.3) |  |  |  |
| Explain fertilization, implantation, conception, and how pregnancy occurs. (4.7.1) |  |  |  |
| Explain methods of contraception, including the latest medical advances that are popular among young people. (4.7.4) |  |  |  |
| Identify three federal and/or state laws that impact young peoples’ access to effective reproductive and sexual health care. (4.7.6) |  |  |  |
| Describe HIV and three common STDs/STIs, and how each can and cannot be transmitted. (4.8.1) |  |  |  |
| Use inclusive, trauma-informed practices to demonstrate how to use external and internal condoms. (4.8.5) |  |  |  |
| Identify three medically accurate and youth-friendly resources for STD/STI and HIV prevention, testing, and treatment. (4.8.7) |  |  |  |

### 6) Thanks!  Enter your email below to receive a copy of your responses.  Remember to check your email (including your junk/spam folder) for a copy of your responses.  You'll need this during the training.\*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_