



EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

Sex Educator Skills Assessment Indicators

A	Lesson Planning Skills	Resource Citation	Notes
A1	Reading a pre-existing lesson plan and understand its core Enduring Understandings and Essential Questions.	Mctighe, Jay and Grant Wiggins. <i>Understanding by Design</i> . Assn. for Supervision & Curriculum Development, 2005, p. 69-82. Purchase this book through Amazon or your local bookseller.	
A2	Assessing the learning needs of the participants before designing the education or training session.	"How To assess student's prior knowledge." Carnegie Mellon University, 2019, retrieved from: cmu.edu/teaching/assessment/priorknowledge/index.html	Short article that include 5 tools to assess student knowledge before teaching.
A3	Applying Understanding by Design to develop Enduring Understandings, Essential Questions, and Assessments that guide lesson planning.	Mctighe, Jay and Grant Wiggins. "Understanding By Design Framework." ASCD, 2012, ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf	A short article highlighting the basics of Understanding by Design Witten for the Classroom teacher but still relevant.
		Mctighe, Jay and Grant Wiggins. <i>Understanding by Design</i> . Assn. for Supervision & Curriculum Development, 2005, p. 69-82. Purchase this book through Amazon or your local bookseller.	
A4	Writing Enduring Understandings and Essential Questions linked to the learning needs of participants.	Mctighe, Jay and Grant Wiggins. <i>Understanding by Design</i> . Assn. for Supervision & Curriculum Development, 2005, p. 69-82. Purchase this book through Amazon or your local bookseller.	Site defines Enduring Understandings are insights a learner gains that help make sense of knowledge and integrate it into the existing world. Discusses how one can utilize Enduring Understandings in a course, as well as considerations for online courses.
		"Enduring Understandings." iTeachU University of Alaska Fairbanks, iteachu.uaf.edu/enduring-understandings .	

A5	Seeking and incorporating feedback when creating or adapting a new lesson, prior to delivering the lesson.	"Lesson Vetting Process." Planned Parenthood of the Greater Northwest and Hawaiian Islands.	Lesson Vetting protocol will be available in late 2020
A6	Writing clear and understandable lesson plans that are easy to replicate.	McTighe, Jay and Grant Wiggins. <i>Understanding by Design</i> . Assn. for Supervision & Curriculum Development, 2005. <i>Purchase this book through Amazon</i> or your local bookseller.	
A7	Understanding how and when to research information needed to support Enduring Understandings and Essential Questions.	"Savvy Info Consumers: Scholarly Sources." University of Washington, guides.lib.uw.edu/research/evaluate/craap .	Provides information on how to discern if a scholarly source is reliable
		"Savvy Info Consumers: Web Sources." University of Washington, guides.lib.uw.edu/research/evaluate/5ws .	Information on how to tell if a web source is a reliable source of information and data.
		"Assessing Open Access Journal Quality." Boston College University Press, libguides.bc.edu .	Provides information on how to assess if a journal is a reliable source.
		"Savvy Info Consumers: Data & Statistics." University of Washington, guides.lib.uw.edu/research/evaluate/data .	Provides information on how to discern if data is reliable.
A8	Sequencing activities to teach foundational concepts and skills before more complex ones (scaffolding).	Hedgepeth, Evonne M. and Joan Helmich. <i>Teaching about Sexuality and HIV: Principles and Methods for Effective Education</i> . New York, New York University Press, 1996. <i>Purchase this book through Amazon</i> or your local bookseller.	Chapter 6 discusses sequencing, adapting to your learners, and many other aspects of lesson planning

A9	Designing activities using a variety of learning methods and tools.	Hedgepeth, Evonne M. and Joan Helmich. <i>Teaching about Sexuality and HIV: Principles and Methods for Effective Education</i> . New York, New York University Press, 1996, p. 107-120. Purchase this book through Amazon or your local bookseller.	Part 2, Chapter 6 discusses different learning methods, learning systems, and designing effective sexuality lessons.
A10	Designing warm-up/icebreaker activities to support the participants' experience.	Taylor, Peggy. <i>Catch the Fire</i> . New Society Publishers, 2014. Purchase this book through Amazon or your local bookseller.	A treasure trove of facilitation ideas including warm ups, closure activities, and using arts as part of facilitation.
A11	Incorporating activities and materials that support participants applying the skills to their lives.	"Using Handouts to Enhance Students' Learning." Leicester Learning Institute: University of Leicester, www2.le.ac.uk/offices/lli/case-studies-and-resources/repository/learning-and-teaching-resources/UsingHandoutstoEnhanceStudentsLearning.pdf	Use this guide to review a handout you have created. Worksheet for educators that encourages them to track context, key questions, resources, further questions, and action points.

B	Classroom Management Skills	Resource Citation	Notes
B1	Creating a safe, welcoming, and respectful learning environment.	Hedgepeth, Evonne M. and Joan Helmich. <i>Teaching about Sexuality and HIV: Principles and Methods for Effective Education</i> . New York, New York University Press, 1996, p. 41 – 44. Purchase this book through Amazon or your local bookseller.	
B2	Avoiding the use of negative tactics such as deception, intimidation, fear, shaming, or guilt.	Eisenstein, Zach. “Why We Need To Avoid ‘Sexual Risk Avoidance.’” Sexuality Information and Education Council of the United States, siecus.org/why-we-need-to-avoid-sexual-risk-avoidance/ .	Article about the dangers of abstinence only and fear –based Sex education.
		“2017 Youth Policy Agenda.” Advocates for Youth, 2017, advocatesforyouth.org/resources/policy-advocacy/2017-youth-policy-agenda/ .	What constitutes effective sex ed.
B3	Establishing clear group norms and expectations.	Hedgepeth, Evonne M. and Joan Helmich. <i>Teaching about Sexuality and HIV: Principles and Methods for Effective Education</i> . New York, New York University Press, 1996, pg. 44-46, 126-129. Purchase this book through Amazon or your local bookseller.	
B4	Holding the group accountable for upholding group norms and expectations.	Hedgepeth, Evonne M. and Joan Helmich. <i>Teaching about Sexuality and HIV: Principles and Methods for Effective Education</i> . New York, New York University Press, 1996, pg. 126 – 127. Purchase this book through Amazon or your local bookseller.	

B5	Engaging participants through my facilitation and choice of activities.	Hedgepeth, Evonne M. and Joan Helmich. <i>Teaching about Sexuality and HIV: Principles and Methods for Effective Education</i> . New York, New York University Press, 1996, p. 124-125. Purchase this book through Amazon or your local bookseller.	
		“Using Effective Body Language to Establish Relationships with Students.” Teaching Channel, 2018, teachingchannel.org/video/creating-relationships-with-students .	3-minute video about how body language can help instructors establish strong relationships with students. Analysis from a body language expert of a history teacher.
		“The Importance of High-Quality Discussions.” Teaching Channel, 2019, teachingchannel.org/video/importance-high-quality-discussions .	6-minute video about the importance of students engaging in discussions of controversial issues. Very relevant when it comes to sex ed. Importance of creating a safe space for students to discuss issues that impact their lives and the lives of their families. “Social justice is rooted in listening.”
B6	Paying attention and responding to patterns of participation, including: who is talking, quiet, interrupting, being interrupted, taking leadership, or has their ideas validated or ignored.	Tuckman, B. & Jensen, M. Stages of Small Group Development. <i>Group and Organizational Studies</i> , 1977, 419-427. pdfs.semanticscholar.org/82ce/5d6862e726c9221104fe67b0e3c8fe890b9a.pdf	Describes five stages of a group: forming, storming, norming, performing, adjourning

B7	Navigating conflict and disagreement amongst group members.	“The Importance of High-Quality Discussions.” Teaching Channel, 2019, teachingchannel.org/video/importance-high-quality-discussions .	6-minute video about the importance of students engaging in discussions of controversial issues. Very relevant when it comes to sex ed. Importance of creating a safe space for students to discuss issues that impact their lives and the lives of their families. “Social justice is rooted in listening.”
B8	Responding to challenges and engaging “resistance” from group members without becoming defensive.	“The Importance of High-Quality Discussions.” Teaching Channel, 2019, teachingchannel.org/video/importance-high-quality-discussions .	See above.
B9	Naming and discussing group dynamics with participants and using them as “teachable moments” to facilitate deeper learning.	Hedgepeth, Evonne M. and Joan Helmich. <i>Teaching about Sexuality and HIV: Principles and Methods for Effective Education</i> . New York, New York University Press, 1996, p. 121-123. Purchase this book through Amazon or your local bookseller.	
B10	Managing time effectively, including: moving discussions and activities along, and being flexible to adjust to needs as they arise.	Hedgepeth, Evonne M. and Joan Helmich. <i>Teaching about Sexuality and HIV: Principles and Methods for Effective Education</i> . New York, New York University Press, 1996, p. 129 (process interventions and flexibility), 135-138 (giving directions for group activities). Purchase this book through Amazon or your local bookseller.	



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B11	Responding to participant and observer (teachers/other adults) behaviors that are distracting, including dominating, interrupting, side-tracking, side conversations, etc.	Eitington, Julius E. <i>The Winning Trainer</i> . Routledge, 2001. Purchase this book through Biblio or your local bookseller.	
B12	Responding to participant disclosures and other potentially traumatizing behavior while maintaining focus on the group needs.	“Circles of Care: Navigating Participant Disclosures with Compassion and Skill.” Linking Families & Teens, Planned Parenthood of the Great Northwest and Hawaiian Islands, 2019. secureservercdn.net/72.167.241.134/r87.331.myftpupload.com/wp-content/uploads/2020/04/Navigating-Sensitive-Disclosures_LiFT-Lessons.pdf	2 page fact sheet with tips on caring for self and for participants.

C	Pedagogy Skills	Resource Citation	Notes
C1	Assessing participants' understanding of the content and adjusting to meet their needs.	Hedgepeth, Evonne M. and Joan Helmich. <i>Teaching about Sexuality and HIV: Principles and Methods for Effective Education</i> . New York, New York University Press, 1996. Chapter 7. Purchase this book through Amazon or your local bookseller.	
C2	Teaching key concepts and terms as I facilitate activities and discussions.	"Defining the Words." Flocabulary, flocabulary.com/defining-the-words/ .	Provides information on presenting definitions and key terms in an engaging way. Encourages creating student-friendly definitions with accessible language using current events, visuals or handouts, activities.
C3	Staying informed about and incorporating best practices in sex education.	"Step-by-Step." HealthyTeenNetwork, healthyteennetwork.org/center/step-by-step - 1525909758815-b6d2b53f-26ed .	General information about evidence based practices.
C4	Using a variety of teaching methods.	Hedgepeth, Evonne M. and Joan Helmich. <i>Teaching about Sexuality and HIV: Principles and Methods for Effective Education</i> . New York, New York University Press, 1996. Chapters 10 and 12. Purchase this book through Amazon or your local bookseller.	
C5	Creating an environment where participants share in decision making and take responsibility for making the class/session the best it can be.	Hedgepeth, Evonne M. and Joan Helmich. <i>Teaching about Sexuality and HIV: Principles and Methods for Effective Education</i> . New York, New York University Press, 1996, p. 174-176. Purchase this book through Amazon or your local bookseller.	

C6	Ability to articulate the knowledge and skills participants should acquire from each lesson.	Fletcher-Wood, Harry. "Why does teaching learning intentions matter?" <i>Improving Teaching</i> , 2013, improvingteaching.co.uk/2013/08/17/why-does-sharing-learning-intentions-matter/ .	Article about the value of sharing learning intentions, including why learning intentions matter and why sharing them can make an impact.
C7	Reading curricula and understand the underlying pedagogy, linkages between activities and desired outcomes.	Fletcher-Wood, Harry. "Why does teaching learning intentions matter?" <i>Improving Teaching</i> , 2013, improvingteaching.co.uk/2013/08/17/why-does-sharing-learning-intentions-matter/ .	See above description.
C8	Adapting curricula to be inclusive of all participants (for example: ability, community, socio-economic, cultural, LGBTQ+, trauma informed, etc.).	Ehrenhalt, Jey. "Being There for Nonbinary Youth." <i>Teaching Tolerance</i> , 2016, tolerance.org/magazine/summer-2016/being-there-for-nonbinary-youth .	Article describing the experience of a transgender youth, and the importance of support in schools and from families for their well-being. Provides tips to responding to family push-back: meet families where they are, used evidence-based approach, give them space, examine biases, create peer support, etc.
C9	Incorporating the "Program Strength and Connectedness Model" (high warmth, high structure, high expectations) into my teaching.	"Empowering Teen Voices." <i>Teen Council Manual</i> . Planned Parenthood of the Greater Northwest and Hawaiian Islands, 2019.	
C10	Using my personality and style to engage participants.	Murtfeldt, Ryan. "Kids want us, not just our information!" <i>Center for Courage & Renewal</i> , 2015, couragerenewal.org/kids-want-us-not-just-our-information/ .	Article about bringing ourselves to our teaching.

<p>C11</p>	<p>Answering challenging questions, including values-based questions.</p>	<p>“Fundamentals of Answering Challenging Questions.” <i>Planned Parenthood of the Greater Northwest and Hawaiian Islands</i>, 2019. secureservercdn.net/72.167.241.134/r87.331.myftpuplod.com/wp-content/uploads/2020/04/Fundamentals-of-Answering-Questions.pdf</p> <p>“Fundamentals of Answering Questions” <i>Planned Parenthood of the Great Northwest and Hawaiian Islands</i>, 2020.</p> <p>“Fundamental of Answering Values Questions” <i>Planned Parenthood of the Great Northwest and Hawaiian Islands</i>, 2020. secureservercdn.net/72.167.241.134/r87.331.myftpuplod.com/wp-content/uploads/2020/04/Fundamentals-of-Answering-Questions.pdf</p>	
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D	Facilitation Skills	Resource Citation	Notes
D1	Using a Power Packed Introduction, which includes: a brief description of my job, role I'm playing with the group today, brief story that demonstrates my passion for the work, and something I believe about the participants.	Taylor, Peggy. <i>Catch the Fire</i> . New Society Publishers, 2014, p. 61-85. Purchase this book through Amazon or your local bookseller.	
D2	Using/arranging the physical environment in a way that meets the needs of the audience.	Hedgepeth, Evonne M. and Joan Helmich. <i>Teaching about Sexuality and HIV: Principles and Methods for Effective Education</i> . New York, New York University Press, 1996, p. 120. Purchase this book through Amazon or your local bookseller. "Creative Facilitation Activities Manual." <i>Partners for Youth Empowerment</i> , powerofhope.ca/creative-facilitation-manual/ .	
D3	Using strong facilitation platform skills (examples include: voice projection, speaking clearly, body stance, eye contact, use of hands and gestures, etc.)	"Public Speaking/Platform Skills." <i>Planned Parenthood of the Greater Northwest and Hawaiian Islands</i> , 2019, Library Resources\Skills Resources\Skills D3.pdf "Fire from Within: Motivational Interviewing and its Application to Adolescent Sexual Health Interventions." <i>Teenwise Minnesota</i> , 2013, hhs.gov/ash/oah/sites/default/files/ash/oah/oahinitiatives/teen_pregnancy/training/Assests/firefromwithin.pdf . "Listening Skills." <i>ACS Distance Education</i> , acs.edu.au/info/education/trends-opinions/listening-skills.aspx .	Review this PowerPoint and discuss with your colleagues about ways Motivational interviewing could be utilized during a sex education presentation. Site provides general tips for listening skills, obstacles to listening, and information on empathetic listening.

D3		Killermann, Sam. "Leaving Shame Out of Facilitation." <i>Facilitating XYZ</i> , 2016, facilitating.xyz/shame-free-facilitation-sam-killermann/ .	Quick video explaining the importance of leaving shame out of facilitation and respecting and appreciating all students.
D4	Delivering a pre-existing lesson plan in my own style while still maintaining fidelity to the Enduring Understanding and Essential Questions.	<p>"Body Language: Creating Bonds." <i>Teaching Channel</i>, 2018, teachingchannel.org/video/creating-relationships-with-students.</p> <p>"Body Language: Reinforcing Learning." <i>Teaching Channel</i>, 2013, teachingchannel.org/video/reinforcing-learning</p> <p>McNeely, Robert. "Using Humor in the Classroom." <i>National Education Association</i>, nea.org/tools/52165.htm.</p>	<p>Several 2-3 minute videos focused on student engagement that offer examples of different styles and techniques that might resonate with people.</p> <ul style="list-style-type: none"> • Using body language • Silent communication signals • Using extroverts
D5	Using communication techniques to reinforce learning, including clarifying, summarizing, open-ended questions and paraphrasing.	<p>Miller, William and Stephen Rollnick. <i>Motivational Interviewing: Preparing People for Change, 2nd Edition</i>. The Guilford Press, 2002. Chapter 6. Purchase this book through Amazon or your local bookseller.</p> <p>"Fire from Within: Motivational Interviewing and it's Application to Adolescent Sexual Health Interventions." <i>Teenwise Minnesota</i>, 2013, hhs.gov/ash/oah/sites/default/files/ash/oah/oahinitiatives/teen_pregnancy/training/Assests/firefromwithin.pdf.</p> <p>Killermann, Sam. "Leaving Shame Out of Facilitation." <i>Facilitating XYZ</i>, 2016, facilitating.xyz/shame-free-facilitation-sam-killermann/.</p>	<p>Review this PPT and discuss with a colleague how Motivational interviewing could be utilized during a sex education presentation.</p> <p>Quick video explaining the importance of leaving shame out of facilitation and respecting and appreciating all students</p>

<p>D6</p>	<p>Helping participants recognize assumptions and differentiating between facts and interpretations.</p>	<p>Corio, Julie. "Teaching adolescents how to evaluate the quality of online information", <i>Edutopia</i>, edutopia.org/blog/evaluating-quality-of-online-info-julie-coiro.</p> <p>"High School Students" <i>The Foundation for Critical Thinking</i>, 2019, criticalthinking.org/pages/high-school-teachers/807.</p>	<p>The Edutopia article includes information on how to discuss assessing information with students. Focus is for online sources, but the skills are applicable to many types of media. The Critical Thinking site includes a variety of resources and activities to stimulate critical thinking skills in students.</p>
<p>D7</p>	<p>Minimizing lecturing and maximizing posing questions or scenarios to facilitate dialogue amongst participants.</p>	<p>Pike Pluth, Becky. <i>Creative Training: A Train the Trainer Field Guide</i>. Creative Training Productions, 2016. Purchase this book through Amazon or your local bookseller.</p>	
<p>D8</p>	<p>Using a variety of facilitation techniques to engage participants (examples include: silence, humor, movement, modifying activities, etc.).</p>	<p>Pike Pluth, Becky. <i>Creative Training: A Train the Trainer Field Guide</i>. Creative Training Productions, 2016, page 139 – 140. Purchase this book through Amazon or your local bookseller.</p> <p>Hedgepeth, Evonne M. and Joan Helmich. <i>Teaching about Sexuality and HIV: Principles and Methods for Effective Education</i>. New York, New York University Press, 1996, chapter 7. Purchase this book through Amazon or your local bookseller.</p>	
<p>D9</p>	<p>Using appropriate boundaries with participants and rarely but strategically disclosing personal information</p>	<p>Unesco Training Module. Session Seven: Classroom Management. Pages 2 – 10 in the PDF document below (pages 230 – 237 in the manual). advocatesforyouth.org/wp-content/uploads/storage/advfy/lesson-plans/Session-7.pdf</p>	<p>Guidelines on self-disclosure. Self-Disclosure Assessment on Pg. 7 (pg. 325 in the manual). Guidelines on Self-Disclosure on pages 8 - 9 (pgs. 236 – 237 in the manual)</p>



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D10	Preparing to deliver new lessons and activities (examples include: practice delivering lessons and activities, preparing materials, anticipating questions or issues, etc.).	“Preparing Presentations: 5 Ways To Practice ‘til Perfect.” <i>Bigfish Presentations</i> , 2012, bigfishpresentations.com/2012/07/20/preparing-presentations-5-ways-to-practice-til-perfect/ .	Article provides guidance on strategies to perfect a presentation, including: rehearse in front of a crowd, take notes, experiment, time yourself, and record yourself.
D11	Routinely seeking out and incorporating feedback to improve my facilitation.	Hedgepeth, Evonne M. and Joan Helmich. <i>Teaching about Sexuality and HIV: Principles and Methods for Effective Education</i> . New York, New York University Press, 1996. Chapter 13. Purchase this book through Amazon or your local bookseller.	

E	Equity and Inclusion Skills	Resource Citation	Notes
E1	Demonstrating respect for all youth across both dominant and marginalized populations.	"Teaching Tolerance." <i>Teaching Tolerance</i> , 2019. www.tolerance.org .	Home page has several resources for teachers about tolerance, as well as up-to-date news and articles. Includes a feature teachers can use to build their own plan.
E2	Using effective strategies to support participants when they express deep emotions, including anger, sadness, fear, frustration, hopelessness, etc.	<p><i>Teaching Tolerance: Southern Poverty Law Center. Responding to Strong Emotions</i>, 2015. tolerance.org/sites/default/files/general/Responding to Strong Emotions.pdf</p> <p><i>Teaching Tolerance: Begin Within. Prepare yourself to discuss race, racism and other difficult topics with students.</i> tolerance.org/magazine/spring-2016/begin-within.</p> <p>Briner, Leslie. "Resource List: Trauma and Healing." 2018. Sparked.net</p>	
E3	Correcting misinformation with empathy and respect and avoiding shaming the participant (examples: offensive terminology/comments, outdated language, etc.).	Ross, Loretta J., "Speaking Up without Tearing Down", 2019, tolerance.org/magazine/spring-2019/speaking-up-without-tearing-down4tts .	Presents ways to engage students that use potentially offensive or oppressive language to promote thoughtful learning for the whole classroom, including strategies.
E4	I recognize and interrupt prejudice, stereotypes, and exclusionary group dynamics, including homophobic, sexist and racist comments.	"Responding to Hate and Bias at School: A Guide for Administrators, Counselors and Teachers." <i>Teaching Tolerance</i> , tolerance.org/sites/default/files/general/Responding to Hate at School ONLINE 3.pdf .	Guide address how to address a crisis, how to identify one, and how to plan to prevent instances of bias and hate. Includes capacity building worksheets and templates for incident reports, meeting records, incident response plans, and incident resolution evaluation.

<p>E5</p>	<p>Recognizing participants learning is impacted by their cultural perspective and experiences in their multiple dominant and marginalized groups and responding with cultural humility.</p>	<p>“Leading with Race: Are we talking about racial equity or equity?” <i>Fakequity</i>, 2016, fakequity.com/2016/03/04/leading-with-race-are-we-talking-racial-equity-or-equity/.</p> <p>“Why lead with race? Challenging Institutional Racism to Create an Equitable Society for All.” <i>City of Seattle Race and Social Justice Initiative</i>, antiracistalliance.com/why-lead-with-race.pdf.</p> <p>Kivel, Paul. “Social Service or Social Change? Who Benefits from your Work.” Paul Kivel, 2000, racialequitytools.org/resourcefiles/SocialServicesorSocialChange.pdf.</p>	<p>This power, privilege and oppression resource addresses identities and intersectionality.</p>
<p>E6</p>	<p>Designing activities that are inclusive of participants across various backgrounds and identities.</p>	<p>Pettway, Alice. “The New Sex Ed.” <i>Teaching Tolerance</i>, 2016, tolerance.org/magazine/summer-2016/the-new-sex-ed.</p>	<p>Article on the importance of inclusion in teaching sex ed in schools.</p>
<p>E7</p>	<p>Incorporating a trauma informed approach when delivering programming.</p>	<p>Schladale, Joann. “A Trauma Informed Approach for Adolescent Sexual Health.” Joann Schladale, 2013, resourcesforresolvingviolence.com/wp-content/uploads/A-Trauma-Informed-Approach-for-Adolescent-Sexual-Health.pdf.</p>	<p>List of resources for trauma informed practice.</p>