



2026 School Health Profiles Lead Health Education Teacher Questionnaire

INTRODUCTION

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 your school. Please consult with other people if you are not sure of an answer.
2. Select the appropriate response for each question.
3. Follow the instructions for each question.
4. Enter any additional comments you wish to make at the end of this questionnaire.

*** Person completing this questionnaire**

Name:

Title:

School Name:

District:

Telephone Number:

E-mail Address:



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REQUIRED HEALTH EDUCATION COURSES

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

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

	Yes	No	Grade not taught in your school
6	☐	☐	☐
7	☐	☐	☐
8	☐	☐	☐
9	☐	☐	☐
10	☐	☐	☐
11	☐	☐	☐
12	☐	☐	☐



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HEALTH EDUCATION MATERIALS

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

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

	Yes	No	NA
Goals, objectives, and expected outcomes for health education	☐	☐	☐
A chart describing the annual scope and sequence of instruction for health education	☐	☐	☐
Plans for how to assess student performance in health education	☐	☐	☐
A written health education curriculum	☐	☐	☐
Written instructional competencies for health education teachers (i.e., the essential knowledge and skills teachers need to be effective educators)	☐	☐	☐
Materials related to adapting health education curricula to meet the needs of students with disabilities	☐	☐	☐

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

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



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SEXUAL HEALTH EDUCATION MATERIAL AND PRACTICE

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

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

	Yes	No	NA
An approved health education scope and sequence that includes learning objectives, outcomes, and content to guide sexual health education instruction	☐	☐	☐
A written health education curriculum that includes objectives and content addressing sexual health education	☐	☐	☐
Teacher pacing guides for sexual health education (i.e., schedules that regulate a teacher's pace of the unit or curriculum)	☐	☐	☐
Teaching resources (e.g., lesson plans, handouts) to support sexual health education instruction	☐	☐	☐
Strategies that are age-appropriate, relevant, and actively engage students in learning	☐	☐	☐
Methods to assess student knowledge and skills related to sexual health education	☐	☐	☐

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

	Yes	No
Notify parents or guardians before students receive instruction on pregnancy prevention, HIV prevention, other STI prevention, or human sexuality	☐	☐
Require parent or guardian consent (e.g., through permission or opt-out forms) before students receive instruction on pregnancy prevention, HIV prevention, other STI prevention, or human sexuality	☐	☐
Allow the use of waivers, exemptions, or substitutions for instruction about pregnancy prevention, HIV prevention, other STI prevention, or human sexuality	☐	☐



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REQUIRED HEALTH EDUCATION TOPICS

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

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

	Yes	No
Alcohol- or other drug-use prevention	☐	☐
Asthma	☐	☐
Chronic disease prevention (e.g., diabetes, obesity prevention)	☐	☐
Epilepsy or seizure disorder	☐	☐
Food allergies	☐	☐
Foodborne illness prevention	☐	☐
Human immunodeficiency virus (HIV) prevention	☐	☐
Human sexuality	☐	☐
Infectious disease prevention (e.g., influenza [flu] or COVID-19 prevention)	☐	☐
Injury prevention and safety	☐	☐
Mental and emotional health	☐	☐
Nutrition and dietary behavior	☐	☐
Physical activity and fitness	☐	☐
Pregnancy prevention	☐	☐
Sexually transmitted infection (STI) prevention	☐	☐
Sleep health (e.g., how much sleep students need, good sleep habits)	☐	☐
Suicide prevention	☐	☐
Tobacco-use prevention or cessation	☐	☐
Violence prevention (e.g., bullying, fighting, dating violence prevention)	☐	☐



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REQUIRED HEALTH EDUCATION TOPICS

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.)

	Yes	No
Social factors that influence health (e.g., access to education, food and housing stability, transportation, employment)	☐	☐
Combating stressors (e.g., discrimination, harassment, stereotypes) that negatively impact health	☐	☐

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

	Yes	No
Provided positive examples of people from different racial and ethnic groups	☐	☐
Provided positive examples of people with disabilities	☐	☐
Encouraged students to respect others' racial and ethnic identities	☐	☐



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REQUIRED HEALTH EDUCATION TOPICS

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

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



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REQUIRED HEALTH EDUCATION TOPICS

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

	Yes	No
Cigarettes	☐	☐
Smokeless tobacco (e.g., chewing tobacco, snuff, dip, snus, dissolvable tobacco)	☐	☐
Cigars, little cigars, or cigarillos	☐	☐
Pipes	☐	☐
Electronic vapor products (e.g., e-cigarettes, vapes, vape pens, e-hookahs, mods, or brands such as JUUL or Vuse)	☐	☐

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

	Yes	No
Differences between proper use and abuse of over-the-counter medicines and prescription medicines	☐	☐
Harmful short- and long-term physical, psychological, and social effects of using alcohol and other drugs	☐	☐
Situations that lead to the use of alcohol and other drugs	☐	☐
Alcohol and other drug use as an unhealthy way to manage weight	☐	☐
Identifying reasons why individuals choose to use or not to use alcohol and other drugs	☐	☐
Using interpersonal communication skills to avoid alcohol and other drug use (e.g., refusal skills, assertiveness)	☐	☐
Supporting others who abstain from or want to quit using alcohol and other drugs	☐	☐
Understanding the social influences on alcohol and other drug use, including family, peers, culture, media, and technology	☐	☐
How to persuade and support others to be alcohol and other drug free	☐	☐



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REQUIRED HEALTH EDUCATION TOPICS

12A. During this school year, did teachers in your school teach each of the following sexual health topics in a required course for students in grades 6, 7, or 8? (Mark yes or no for each topic, or mark NA for each topic if your school does not contain grades 6, 7, or 8.)

	Yes	No	NA
How HIV and other STIs are transmitted	☐	☐	☐
Health consequences of HIV, other STIs, and pregnancy	☐	☐	☐
The benefits of being sexually abstinent	☐	☐	☐
How to access valid and reliable health information, products, and services related to HIV, other STIs, and pregnancy	☐	☐	☐
The influences of family, peers, media, technology, and other factors on sexual risk behaviors	☐	☐	☐
Communication and negotiation skills related to eliminating or reducing risk for HIV, other STIs, and pregnancy	☐	☐	☐
Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STIs, and pregnancy	☐	☐	☐
Influencing and supporting others to avoid or reduce sexual risk behaviors	☐	☐	☐
Efficacy of condoms, that is, how well condoms work and do not work	☐	☐	☐
The importance of using condoms consistently and correctly	☐	☐	☐
How to obtain condoms	☐	☐	☐
How to use a condom consistently and correctly	☐	☐	☐
Methods of contraception other than condoms	☐	☐	☐
The importance of using a condom at the same time as another form of contraception to prevent both STIs and pregnancy	☐	☐	☐
How to create and sustain healthy and respectful relationships	☐	☐	☐
The importance of limiting the number of sexual partners	☐	☐	☐
Preventive care (such as screenings and immunizations) that is necessary to maintain reproductive and sexual health	☐	☐	☐
How to communicate sexual consent between partners	☐	☐	☐
Recognizing and responding to sexual victimization and violence	☐	☐	☐
Diversity of sexual orientations	☐	☐	☐
The relationship between alcohol and other drug use and sexual risk behaviors	☐	☐	☐
Laws and policies related to adolescent sexual health services, such as minor consent for sexual health services	☐	☐	☐



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REQUIRED HEALTH EDUCATION TOPICS

12B. During this school year, did teachers in your school teach each of the following sexual health topics in a required course for students in grades 9, 10, 11, or 12?

(Mark yes or no for each topic, or mark NA for each topic if your school does not contain grades 9, 10, 11, or 12.)

	Yes	No	NA
How HIV and other STIs are transmitted	☐	☐	☐
Health consequences of HIV, other STIs, and pregnancy	☐	☐	☐
The benefits of being sexually abstinent	☐	☐	☐
How to access valid and reliable health information, products, and services related to HIV, other STIs, and pregnancy	☐	☐	☐
The influences of family, peers, media, technology, and other factors on sexual risk behaviors	☐	☐	☐
Communication and negotiation skills related to eliminating or reducing risk for HIV, other STIs, and pregnancy	☐	☐	☐
Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STIs, and pregnancy	☐	☐	☐
Influencing and supporting others to avoid or reduce sexual risk behaviors	☐	☐	☐
Efficacy of condoms, that is, how well condoms work and do not work	☐	☐	☐
The importance of using condoms consistently and correctly	☐	☐	☐
How to obtain condoms	☐	☐	☐
How to use a condom consistently and correctly	☐	☐	☐
Methods of contraception other than condoms	☐	☐	☐
The importance of using a condom at the same time as another form of contraception to prevent both STIs and pregnancy	☐	☐	☐
How to create and sustain healthy and respectful relationships	☐	☐	☐
The importance of limiting the number of sexual partners	☐	☐	☐
Preventive care (such as screenings and immunizations) that is necessary to maintain reproductive and sexual health	☐	☐	☐
How to communicate sexual consent between partners	☐	☐	☐
Recognizing and responding to sexual victimization and violence	☐	☐	☐
Diversity of sexual orientations	☐	☐	☐
The relationship between alcohol and other drug use and sexual risk behaviors	☐	☐	☐
Laws and policies related to adolescent sexual health services, such as minor consent for sexual health services	☐	☐	☐



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REQUIRED HEALTH EDUCATION TOPICS

13A. 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 grades 6, 7, or 8? (Mark yes or no for each topic, or mark NA for each topic if your school does not contain grades 6, 7, or 8.)

	Yes	No	NA
Comprehend concepts related to promoting health and well-being	☐	☐	☐
Analyze the influence of family, peers, culture, media, technology, or other factors on promoting health and well-being	☐	☐	☐
Access valid information, products, and services to promote health and well-being	☐	☐	☐
Use interpersonal communication skills to promote health and well-being	☐	☐	☐
Use decision-making skills to promote health and well-being	☐	☐	☐
Set personal goals to promote health and well-being, take steps to achieve these goals, and monitor progress in achieving them	☐	☐	☐
Influence and support others to promote health and well-being	☐	☐	☐



2026 School Health Profiles Lead Health Education Teacher Questionnaire

REQUIRED HEALTH EDUCATION TOPICS

13B. 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 grades 9, 10, 11, or 12? (Mark yes or no for each topic, or mark NA for each topic if your school does not contain grades 9, 10, 11, or 12.)

	Yes	No	NA
Comprehend concepts related to promoting health and well-being	☐	☐	☐
Analyze the influence of family, peers, culture, media, technology, or other factors on promoting health and well-being	☐	☐	☐
Access valid information, products, and services to promote health and well-being	☐	☐	☐
Use interpersonal communication skills to promote health and well-being	☐	☐	☐
Use decision-making skills to promote health and well-being	☐	☐	☐
Set personal goals to promote health and well-being, take steps to achieve these goals, and monitor progress in achieving them	☐	☐	☐
Influence and support others to promote health and well-being	☐	☐	☐



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REQUIRED HEALTH EDUCATION TOPICS

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

	Yes	No
Analyzing the influence of family, peers, culture, media, or technology on health and well-being	☐	☐
Accessing valid and reliable health information, products, and services	☐	☐
Communication, including refusal and negotiation, to promote health and well-being (e.g., through role playing)	☐	☐
Using decision-making to promote health and well-being	☐	☐
Setting goals to promote health and well-being	☐	☐
Influencing and supporting others to promote health and well-being	☐	☐

15. During this school year, did teachers in your school implement the following practices when providing 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 health education.)

	Yes	No	NA
Provided positive examples of lesbian, gay, or bisexual (LGB) people and same-sex relationships	☐	☐	☐
Encouraged students to respect others' sexual identity	☐	☐	☐
Provided students with information about LGB resources within the school	☐	☐	☐
Identified additional LGB resources available in the community or online	☐	☐	☐



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REQUIRED HEALTH EDUCATION TOPICS

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

	Yes	No
Benefits of healthy eating	☐	☐
Benefits of drinking plenty of water	☐	☐
Benefits of eating breakfast every day	☐	☐
Food guidance using the current Dietary Guidelines for Americans (e.g., MyPlate, healthy eating patterns)	☐	☐
Using food labels	☐	☐
Differentiating between nutritious and non-nutritious beverages	☐	☐
Balancing food intake and physical activity	☐	☐
Eating more fruits, vegetables, and whole grain products	☐	☐
Choosing a variety of options within each food group	☐	☐
Choosing nutrient-dense foods and beverages that reflect personal preferences, culture, and budget	☐	☐
Choosing foods and snacks that are low in solid fat (i.e., saturated and trans fat)	☐	☐
Choosing foods, snacks, and beverages that are low in added sugars	☐	☐
Choosing foods and snacks that are low in sodium	☐	☐
Eating a variety of foods that are high in calcium	☐	☐
Eating a variety of foods that are high in iron	☐	☐
Food safety	☐	☐
Preparing healthy meals and snacks	☐	☐
Risks of unhealthy weight control practices	☐	☐
Accepting body size differences	☐	☐
Signs, symptoms, and treatment for eating disorders	☐	☐
Relationship between diet and chronic diseases	☐	☐
Finding valid information about nutrition (e.g., differentiating between advertising and factual information)	☐	☐
Food production, including how food is grown, harvested, processed, packaged, and transported	☐	☐
Social influences on eating behaviors, including family, peers, culture, media, or technology	☐	☐



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REQUIRED HEALTH EDUCATION TOPICS

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

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



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REQUIRED HEALTH EDUCATION TOPICS

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

	Yes	No
Identifying and labeling emotions	☐	☐
How to express feelings in a healthy way	☐	☐
The importance of engaging in activities that are mentally and emotionally healthy	☐	☐
How to manage interpersonal conflict in healthy ways	☐	☐
How to prevent and manage emotional stress and anxiety in healthy ways	☐	☐
How to use self-control and impulse control strategies to promote health (e.g., goal setting and tracking, breathing techniques)	☐	☐
How to get help for troublesome thoughts, feelings, or actions for oneself and others	☐	☐
Value of individual differences (e.g., culture, ethnicity, ability)	☐	☐
How to establish and maintain healthy relationships	☐	☐
Importance of habits (e.g., exercise, healthy eating, meditation, mindfulness) that promote well-being	☐	☐



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REQUIRED HEALTH EDUCATION TOPICS

19. During this school year, did teachers in your school teach 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.)

	Yes	No
Building empathy (e.g., identification with and understanding of another person's feelings)	☐	☐
Perspective taking (e.g., taking another person's point of view)	☐	☐
Strategies for being a positive bystander (e.g., safely de-escalating, preventing, or stopping bullying and harassment)	☐	☐
Describing how stigma, bias, and prejudice can lead to stereotypes, discrimination, and violence	☐	☐
Identifying the signs and symptoms of when someone may be thinking of hurting themselves	☐	☐
Getting help to prevent or stop violence (including inappropriate touching, harassment, abuse, bullying, hazing, fighting, and hate crimes)	☐	☐
Getting help for self or others who are in danger of hurting themselves	☐	☐



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PARENT AND FAMILY INVOLVEMENT

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

	Yes	No
Alcohol- or other drug-use prevention	☐	☐
Asthma	☐	☐
Chronic disease prevention (e.g., diabetes, obesity prevention)	☐	☐
Food allergies	☐	☐
HIV, other STI, or pregnancy prevention	☐	☐
Nutrition and healthy eating	☐	☐
Mental and emotional health	☐	☐
Physical activity	☐	☐
Preventing student bullying and sexual harassment, including electronic aggression (i.e., cyber-bullying)	☐	☐
Tobacco-use prevention or cessation	☐	☐



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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.)

	Yes	No
Alcohol- or other drug-use prevention	☐	☐
Asthma	☐	☐
Chronic disease prevention (e.g., diabetes, obesity prevention)	☐	☐
Epilepsy or seizure disorder	☐	☐
Food allergies	☐	☐
Foodborne illness prevention	☐	☐
Human immunodeficiency (HIV) prevention	☐	☐
Human sexuality	☐	☐
Infectious disease prevention (e.g., influenza [flu] or COVID-19 prevention)	☐	☐
Injury prevention and safety	☐	☐
Mental and emotional health	☐	☐
Nutrition and dietary behavior	☐	☐
Physical activity and fitness	☐	☐
Pregnancy prevention	☐	☐
Sexually transmitted infection (STI) prevention	☐	☐
Sleep health (e.g., how much sleep students need, good sleep habits)	☐	☐
Suicide prevention	☐	☐
Tobacco-use prevention or cessation	☐	☐
Violence prevention (e.g., bullying, fighting, dating violence prevention)	☐	☐



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PROFESSIONAL DEVELOPMENT

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.)

	Yes	No
Teaching students with physical, medical, or cognitive disabilities	☐	☐
Teaching students of various racial/ethnic and cultural backgrounds	☐	☐
Teaching English language learners (ELL)	☐	☐
Applying trauma-informed practices to promote social, emotional, and educational success	☐	☐
Supporting student mental and emotional health	☐	☐
How to support lesbian, gay, and bisexual (LGB) students	☐	☐
How to support students from different racial and ethnic groups	☐	☐
Using interactive teaching methods (e.g., role plays, cooperative group activities)	☐	☐
Encouraging family or community involvement	☐	☐
Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, behavior management)	☐	☐
Assessing student performance in health education	☐	☐
Using student feedback to develop and deliver health education	☐	☐

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 health education? (Mark yes or no for each topic. If you did not receive professional development on teaching health education, mark no for each topic.)

	Yes	No
Aligning lessons and materials with the district scope and sequence for health education	☐	☐
Creating a comfortable and safe learning environment for students receiving health education	☐	☐
Connecting students to on-site or community-based health and mental health services	☐	☐
Using a variety of effective instructional strategies to deliver health education	☐	☐
Using a variety of methods to assess student knowledge and skills	☐	☐
Understanding current district or school board curriculum guidance or policies regarding health education	☐	☐
Identifying appropriate modifications to the health curriculum to meet the needs of all students	☐	☐
Engaging families in health education	☐	☐



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PROFESSIONAL DEVELOPMENT

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

	Yes	No
Social factors that influence health (e.g., access to education, food and housing stability, transportation, employment)	☐	☐
Combating stressors (e.g., discrimination, harassment, stereotypes) that negatively impact health	☐	☐

25. 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)	☐	☐
Epilepsy or seizure disorder	☐	☐
Food allergies	☐	☐
Foodborne illness prevention	☐	☐
Human immunodeficiency virus (HIV) prevention	☐	☐
Human sexuality	☐	☐
Infectious disease prevention (e.g., influenza [flu] or COVID-19 prevention)	☐	☐
Injury prevention and safety	☐	☐
Mental and emotional health	☐	☐
Nutrition and dietary behavior	☐	☐
Physical activity and fitness	☐	☐
Pregnancy prevention	☐	☐
Sexually transmitted infection (STI) prevention	☐	☐
Sleep health (e.g., how much sleep students need, good sleep habits)	☐	☐
Suicide prevention	☐	☐
Tobacco-use prevention or cessation	☐	☐
Violence prevention (e.g., bullying, fighting, dating violence prevention)	☐	☐





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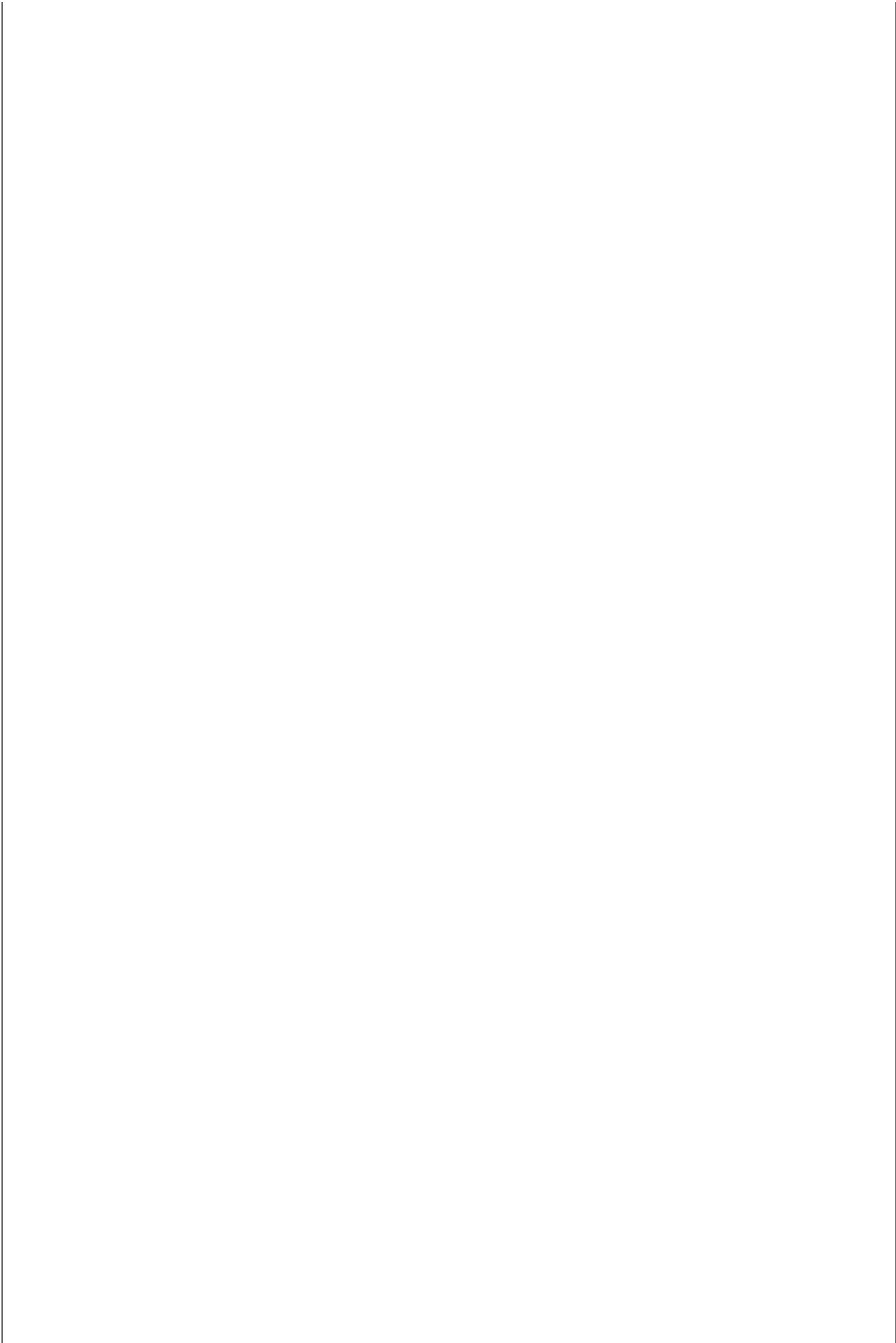
PROFESSIONAL DEVELOPMENT

26. 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	☐	☐
Teaching students of various racial/ethnic and cultural backgrounds	☐	☐
Teaching English language learners (ELL)	☐	☐
How to support lesbian, gay, and bisexual (LGB) students	☐	☐
Applying trauma-informed practices to promote social, emotional, and educational success	☐	☐
Supporting student mental and emotional health	☐	☐
How to support students from different racial and ethnic groups	☐	☐
Using interactive teaching methods (e.g., role plays, cooperative group activities)	☐	☐
Encouraging family or community involvement	☐	☐
Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, behavior management)	☐	☐
Assessing student performance in health education	☐	☐
Using student feedback to develop and deliver health education	☐	☐

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

	Yes	No
Aligning lessons and materials with the district scope and sequence for health education	☐	☐
Creating a comfortable and safe learning environment for students receiving health education	☐	☐
Connecting students to on-site or community-based health and mental health services	☐	☐
Using a variety of effective instructional strategies to deliver health education	☐	☐
Using a variety of methods to assess student knowledge and skills	☐	☐
Understanding current district or school board curriculum guidance or policies regarding health education	☐	☐
Identifying appropriate modifications to the health curriculum to meet the needs of all students	☐	☐
Engaging families in health education	☐	☐





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PROFESSIONAL CERTIFICATION

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

☐ Yes

☐ No



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COMMENTS

Optional - Enter any comments here:



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Thank you

You're almost finished. Click "Next" below



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Click Done

Please click "Done" at the bottom of this page to submit your responses.

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