You never teach a subject. You always teach a child.

Twitter:  
@KateOkeson  
@DrLoriBurns

Dorothy Height  
Civil & Women’s Rights Activist, Educator
S1569

“[r]equires boards of education to include instruction, and adopt instructional materials, that accurately portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.”
Context for S1569

Title IX (1972)


GLSEN (*Gay, Lesbian, Straight Educator Network*) Climate Survey (2 yr cycle)

Holocaust Curriculum (1994)

Amistad Curriculum (2002)

California FAIR (*Fair, Accurate, Inclusive, and Respectful*) Act (2011)

DOE Transgender Guidance in NJ Schools (2018)
How did we get here?

GLSEN Central Jersey
Shore Area NOW
Make it Better for Youth
Garden State Equality
NJEAA

*Introduced into committee Feb 2018*
LGBTQ stands for Lesbian, Gay, Bisexual, Transgender, Queer, Questioning

LGBTQ is an umbrella term used to describe all sexual and gender minorities. Sometimes young people will use the word “Queer” to describe their sexual orientation or gender identity.

There is diversity within each group based on the following factors:

- Race/Ethnicity and Age
- Socioeconomic Status
- Geographic Location
Beyond the Basics

LESBIAN  GAY  BISEXUAL  TRANSGENDER  QUEER  QUESTIONING  INTERSEX  ASEXUAL  PANSEXUAL  +
Intersectionality
Intersectionality

The interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping systems of social injustice, discrimination or disadvantage.

In educational practice:

• Who are we?
• Does the school know who it serves?
• Does the school recognize multiplicity?
• How does that shape what we teach and learn?
• How does that form good pedagogy?
• What impacts and outcomes may we see/experience?
The Why of LGBTQ inclusive instruction?
LGBTQ Student Data

20% experienced verbal harassment
5% experienced physical harassment
3% experienced physical assault

**Poor Attendance** - 30% of LGBTQ students missed 1 day of school in the last month because they felt unsafe/uncomfortable

**HIB** - 85% of LGBTQ students report being verbally harassed during the last school year.

**Dropout** - 57.9% of the LGBTQ students who dropped out of high school said that elements of hostile or unsupportive school climates were the reason.

**Suicide** - LGB youth attempt suicide every 35 minutes. 3x more than their heterosexual counterparts.

Transgender youth - 40% of transgender youth have attempted suicide.

**Less likely to attend college**

LGBTQ Teacher Data

- 50.2% of NJ teachers work in a school with a high frequency of homophobic issues.

- 50% of NJ teachers hear homophobic remarks from students on a consistent basis.

- 16.6% of the participants reported hearing homophobic remarks made by their colleagues

- Physical Assault

- Most closeted group of people
  - Loss of job
  - Accusation of inappropriate behavior

Data from the 2017 National School Climate Survey: The Experiences of Lesbian, Gay, Bisexual, Transgender, and Queer Youth in Our Nation’s Schools.
Why do we need LGBTQ Inclusive Curriculum?

- Less likely to hear homophobic remarks
- LGBTQ students are less likely to feel unsafe due to their sexuality
- Less likely to miss school
- More likely to have higher GPAs
- Educating the whole child and supporting the well-being of staff members
- Social/Emotional support for LGBTQ students
- Professional Standards for Educational Leaders (equity, inclusiveness, social justice, well-being, fairness, culture).

Data from the 2017 National School Climate Survey: The Experiences of Lesbian, Gay, Bisexual, Transgender, and Queer Youth in Our Nation's Schools.
“We continue to see is that LGBTQ youth have better mental health and academic outcomes in schools with supportive and inclusive policies, educators, curriculum, and student-led GSA clubs.”

- Kevin Jennings
Professional Standards for Educational Leaders

Standard 1: Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

a) Develop an educational mission for the school to promote the academic success and well-being of each student. The mission must outline the manner in which the school addresses and supports race, class, culture, language, gender identity, sexual orientation, and disabled individuals.

b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.

c) Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement. The school culture must be indicative of a safe and affirming space for race, class, culture, language, gender identity, sexual orientation, and disability individuals as reflected in the following:

- Race, class, culture, language, gender identity, sexual orientation, and disability-specific policies that align the State of New Jersey mandates as well as race, class, culture, language, gender identity, sexual orientation, and disability-specific policies that go beyond the State of New Jersey mandates.
- Provide consistent professional development for teachers, administrators, guidance counselors, bus drivers, coaches, and other school staff members regarding issues and concerns relevant to race, class, culture, language, gender identity, sexual orientation, and disability issues.
- Permitting and supporting race, class, culture, language, gender identity, sexual orientation, and disability-specific clubs or programs.
- Provide information and resources for students, staff members, and parents/guardians regarding race, class, culture, language, gender identity, sexual orientation, and disability-specific topics.
- A school-based library/media center in which race, class, culture, language, gender identity, sexual orientation, and disability specific materials are available for students and staff members.
Standard 2: Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.

d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity. Continued dialogue and professional development on confidentiality and privacy concerns that are specific to the race, class, culture, language, gender identity, sexual orientation, and disability community as well as best practices regarding race, class, culture, language, gender identity, sexual orientation, and disability individuals and topics.

Standard 3: Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.

e) Consistent evaluation of building-based data regarding student achievement, attendance, enrollment in advanced coursework, graduation, and harassment, intimidation, and bullying (HIB) to assess institutional biases of marginalized students and instructional deficits associated with race, class, culture, language, gender, sexual orientation, disability, and socioeconomic status.
Standard 6: Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.

h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff members by creating and maintaining a safe and affirming environment for all staff members regardless of race, class, culture, language, gender identity, sexual orientation, and disability individuals.

Standard 7: Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.

e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice. This is possible through the creation and maintenance of a safe and affirming environment regarding race, class, culture, language, gender identity, sexual orientation, and disability individuals.

Standard 10: School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.

d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement. School-based and school district data regarding trends that are specific to the race, class, culture, language, gender identity, sexual orientation, and disability individuals must be evaluated and utilized to draft action plans regarding improvement.
Accountability : QSAC

I&P Indicators 9-15: content area curricula

I&P Indicator 7: School attendance

- Not a recognized sub-group
- Disproportionate impediments to school attendance
What is Currently Being Taught?

Only 19.8% of LGBTQ students were taught positive representations about LGBTQ people, history, or events in school

18.4% had been taught negative content about LGBTQ topics.

Less than half (41%) of LGBTQ students could find information about LGBTQ-related issues in their school library

Only 6.7% of LGBTQ students received LGBTQ- inclusive sex education at school

18.4% had been taught negative content about LGBTQ topics.

Data from the 2017 National School Climate Survey: The Experiences of Lesbian, Gay, Bisexual, Transgender, and Queer Youth in Our Nation's Schools.
GLSEN’s School Climate Survey results 2017

Create your own survey with GLSEN’s survey tool
Common Question: What about teaching “complex” topics?

What would you classify as “complex” topics that your department/faculty encounters?

Why should schools teach “complex” topics?

What makes it easier or more difficult to approach such topics? What is your role in facilitating this approach?

How do you mediate personal and professional values?
 Reasons why educators believe students should learn about complex topics

- It helps prepare students to participate in our democratic society: 77%
- It improves critical thinking: 77%
- It is important to deal with students’ misconceptions related to these topics: 77%
- It is important to learn to engage in civil discourse with people you disagree with: 77%
- It’s important to address students’ anxieties/fears about some of these topics: 74%
- It will reduce prejudice against others unlike oneself: 67%
- Topics are often relevant to course content: 64%
- Students are interested/engaged by them: 60%
- Other: 8%
Percent of educators who say these factors would help them do a better job teaching complex topics

- Professional development workshops: 60%
- Better instructional content: 57%
- On-demand professional development: 44%
- More parental support for teaching about topics: 37%
- More support from administrators when parents/community members push back: 18%
- Greater willingness from administrators to permit teachers to address topics: 13%
- Other: 8%
- Nothing: 6%
LGBTQ-Inclusive Curriculum
by Garden State Equality
and Make It Better for Youth
Pedagogical Approaches to Inclusivity

What strategies exist for educators to plan and prepare for inclusive education?

When aiming for LGBTQ inclusion?
Regarding the inclusion of people with disabilities?
With the African American histories?
When teaching the Holocaust or genocide?
Inclusive Lesson Planning

What is your objective?

Which approach are you taking?

- Contributions
- Additive
- Social Action
- Transformative

*We must ensure that ALL students see themselves, see others, and have access to others in their educational experiences*
But why?
Mirrors, windows, and sliding doors (Sims Bishop, 1990)
Lesson Planning for Inclusion & Visibility

Making Learning Visible (Hattie, 2018); WHERETO/UbD (Wiggins McTighe, 1998)

- Intention
- Clarity
- Students “get” what they are learning
Model Lessons for Empowering Language with NJSLA-Aligned Skill & Strategy Development

What can it look like?
Plain & Simple: Our language affects the way in which students learn.
Our intentional language can be:

- influential
- a means for noticing and naming
- a way to foster identity
- strategic in ways that promote agency
- flexible
- a way to show “knowing”
- evolutionary
Lesson Plan Sample

World War I Propaganda Seminar Example

- Modifies existing assignment to focus on issues of gender, sexuality, and representation
- Let’s give it a try!
- [Assignment Sheet](#)
● How does this document challenge and/or reinforce racial, ethnic and gender stereotypes?

● Consider:
  ○ The targeted audience;
  ○ The emotional appeal that is being made;
  ○ The underlying message about gender, notions of masculinity and femininity.
• How does this document challenge and/or reinforce racial, ethnic and gender stereotypes?

• Consider:
  ○ The targeted audience;
  ○ The emotional appeal that is being made;
  ○ The underlying message about gender, notions of masculinity and femininity.
What about….

In Spanish: Gender-neutral terms, cultural practice, where else?

In Math: statistics, and using data to create visibility?

In Science: To evaluate who discovered? Explored? Invented?

In Health: To explore the ways we talk about different kinds of relationships? How does gender affect the messaging we give youth about their bodies?

In the Visual Arts: Equity in representation; whose narratives are present historically? How has that been challenged? By whom?
Beyond the Curriculum: How Do We Make Schools Safe and Inclusive?

Do an Inventory or Needs Assessment

Does your district have a comprehensive BOE policy that goes beyond the state mandate
“Should do” vs. “must do”

Do you have Student Support Groups
have a club that addresses LGBTQ issues such as a GSA, Spectrum Club, Diversity Club

Do you have Inclusive School Libraries
LGBTQ specific books
Internet access for age-appropriate LGBTQ sites

LGBTQ-specific professional development for staff members
Offered on a consistent basis
On a variety of LGBTQ topics

Revision of form/norms
Resources: