



Great Public Schools for Every Student

Advocating for LGBTQ- Inclusive Workplaces

Educator advocates for Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ)-inclusive policy and protections for adults in the workplace.

Key Method

The educator consults with LGBTQ educators to create a plan to present to their local school board or to a local legislative committee to advocate for and influence policies that are LGBTQ-inclusive. This plan should address policy inequities at the school, district, and/or state level. The educator demonstrates an understanding of the impact a lack of protections has on LGBTQ educators, the students of LGBTQ educators, and the school/district in which LGBTQ educators work.

Method Components

Educators understand that inclusive policies for LGBTQ educators allow LGBTQ educators to perform at their highest levels, directly benefitting both students and the schools in which they work. They recognize that open and clear support for LGBTQ educators improves the educational and social experience in their building and demonstrate the ability to advocate effectively for policies that support LGBTQ educators. Educators reference current research regarding inclusivity policies and create their presentation using inference from research rather than opinions or anecdotal stories.

Effective Strategies

- Consult with LGBTQ educators to identify issues they may be facing in school/work settings
- Describe the impact that a lack of protections has on LGBTQ educators and on the school/district environment as a whole
- Examine school and state board policy regarding protections for LGBTQ educators in work/school settings
- Examine current collective bargaining agreements in place that include or don't include protections for LGBTQ Educators
- Identify changes in board/state policy that would result in more inclusivity for LGBTQ educators
- Create an action plan for advocacy for inclusive policies at the local and state level

Supporting Research

Wright, Tiffany E.; Smith, Nancy. Bullying Of LGBTQ Youth And School Climate For LGBTQ Educators. GEMS (Gender, Education, Music, and Society), the on-line journal of GRIME (Gender Research in Music Education), [S.l.], v. 6, n. 1, Sep. 2013. ISSN 1710-6923.

<https://ojs.library.queensu.ca/index.php/gems/article/view/5010/4911>

This paper discusses and relates results from a 2011 study during which teachers who self-identified as LGBTQ

completed a survey to provide information on the workplace climate. Results demonstrated that LGBTQ educators, on the whole, still operate under a “don’t ask don’t tell” type of climate. Conclusions were drawn and recommendations made for school leaders on how to create safe workplace environments for LGBTQ educators and how that will likely result in a decrease in bullying, especially of LGBTQ students.

Reilly, Cole. “Making the Invisible Visible: Negotiating (In)Visibility and Transparency for LGBTQ Issues in Education.” *Journal of Gay & Lesbian Issues in Education* 4.3 (2007): 121-30. Print.

http://www.tandfonline.com/doi/abs/10.1300/J367v04n03_08

Historically, schooling has been a point of contention and restless agitation for many lesbian, gay, bisexual, and transgender (LGBTQ) individuals in North America who may feel trapped in prisons of invisibility. Traditionally, queer people’s existence in educational settings has been denied or made invisible, not just physically (in school hallways and classrooms, etc.) but also in terms of discourse, curricular representation, and policy design. This review discusses five books: (1) *I Could Not Speak My Heart: Educational and Social Justice for Gay and Lesbian Youth*, (2) *Fit to Teach: Same-Sex Desire, Gender, and School Work in the Twentieth Century*, (3) *Disputing the Subject of Sex: Sexuality and Public School Controversies*, (4) *Sexual Orientation and School Policy: A Practical Guide for Teachers, Administrators, and Community Activists*, and (5) the second edition of *One Teacher in 10: LGBTQ Educators Tell Their Stories*. Each book speaks to the complexity of how LGBTQ individuals and allies negotiate their visibility within contemporary school policy, curriculum, discourse, and space.

Administrators’ attitudes and district policies can make significant contributions to creating safe environments for LGBTQ educators.

<http://journals.sagepub.com/doi/abs/10.1177/003172171009100810?journalCode=pdka#articleCitationDownloadContainer>

(Requires a login to access)

Smith, Nancy J.; Wright, Tiffany; Reilly, Cole; Esposito, Jennifer. “A National Study of LGBTQ Educators’ Perceptions of Their Workplace Climate.” Online Submission. 25 Mar. 2008. Web. 19 July 2017.

<https://eric.ed.gov/?id=ED501252>

Students are more likely to excel to their full potential if their teachers feel safe and fully supported in their workplace environments. Evidence suggests that teachers who feel safe have a higher level of professional efficacy, which in turn contributes to increased student achievement. The study of LGBTQ educators summarized here unequivocally demonstrates that the LGBTQ educator participants do not feel safe and fully supported in their workplace. Instead, the climate, the overall atmosphere in which they work is perceived with fear and distrust, and as troubling, unsafe, and unsupportive. Our findings also suggest that there are schools in which a minority of LGBTQ educators perceive some dimension(s) of a professionally responsible school climate. Participants in those schools feel comfortable, safe, and supported.

Resources

Out Teacher

<http://www.outteacher.org/>

The Cost of the Closet and the Rewards of Inclusion

<https://drive.google.com/open?id=0B4qx8QSRTPrWHRFRk43Wk50dIU>

20 Steps to an Out & Equal Workplace

<http://outandequal.org/20-steps/>

Tips for Creating an LGBTQ-Inclusive Workplace Environment

<http://www.diversityjournal.com/10103-tips-for-creating-an-LGBTQ-inclusive-workplace-environment/>

Why Diversity Matters

<http://www.mckinsey.com/business-functions/organization/our-insights/why-diversity-matters>

LGBTQ Inclusion & Diversity in the Workplace

<http://diversitybomagazine.com/LGBTQ-inclusion-diversity-in-the-workplace>

Waiter, is that inclusion in my soup?

<https://www2.deloitte.com/content/dam/Deloitte/au/Documents/human-capital/deloitte-au-hc-diversity-inclusion-soup-0513.pdf>

Why LGBTQ Inclusion Makes Business Sense

http://www.huffingtonpost.com/sander-van-t-noordende/why-LGBTQ-inclusion-makes-_b_9308366.html

Gerry Crane Story

<https://pridesource.com/article/71990-2/>

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing evaluation for Parts 1 and 3 and “Proficient” for all three components in Part 2.

Part 1. Overview Questions

200 word limit for each response

What has been your history with LGBTQ inclusivity policy prior to choosing to submit this micro-credential? Please address the following questions within your response:

What have you seen in your education career that interested you in advocating for inclusive nondiscriminatory policies for LGBTQ educators?

How did you decide which governing body (e.g., school board, local government, state government) you would present to?

How did you decide what information would be the most persuasive in your advocacy?

Were there any special accommodations or modifications you made to your plan to better serve your students and/or school community?

Is there a collective bargaining agreement in place in the local school district and if so, does it include non-discrimination language protecting LGBTQ Educators?

- **Passing:** For all questions, educators should provide complete and clear context for the artifact they are submitting and provide compelling insight into the experience of creating their presentation.

Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit this artifact.

Artifact 1: Presentation-To earn this micro-credential, please submit a presentation suitable for your school board or a local legislative committee in which you outline current policy and advocate for changes to the policy.

The presentation could be a video of an actual presentation you make, or a screencast, PowerPoint, keynote, or Google slides presentation and should include images, statistics, and other information you have gathered in your work through this micro-credential that shows the benefits to students, schools, and municipalities when LGBTQ educators are protected by broad inclusive policies.

In the event that your school board and local/state government already has broad inclusivity protections in place, choose a neighboring school board or state as the audience for your presentation.

null	Proficient	Basic	Developing
Artifact 1: Presentation	Outlines current policy (or indicate the	Outlines current policy but does not support	Current policy discussion is missing, or not explicitly

absence of one).
Support by including links in your presentation and/or a separate handout(s) that shows current policy.

Referencing research, describes the effects a lack of inclusivity has on LGBTQ educators, students, and the buildings and districts in which they work. Explains effects on recruiting and retention of employees when inclusive policies are in place and followed.

Outlines specific changes in current policy that should be made and explicitly connects these changes with the benefits to the district/locality.

with documentation.

Discusses all effects in a general way without including statistics or other verifiable research.

Changes to policy are specific but the connection between the changes and benefits to the district is not explicit.

identified.

The discussion of effects is general and does not address all effects described in proficient descriptor – i.e., missing effects on retention/recruitment of LGBTQ educators. Or the position is exclusively or almost exclusively opinion-based.

Changes to policy are discussed but are not specific. Connections to the benefits for the district/locality are not discussed.

Reflection

350 - 500 words

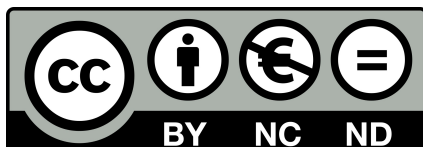
Reflect on your experience of advocating for LGBTQ inclusive workplaces. In your reflection, please address the following questions:

How did your learning change how you view policies advocating for LGBTQ educators?

How might this competency affect how you advocate for policy change in the future?

Do you believe that your new understandings will affect your practice in your building or district?

- **Passing:** Reflection provides specific reflections on learning and insight into how the educator's practices in advocating for LGBTQ educators might change moving forward.



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