Examining the Intersections of Race, Gender, and Sexual Orientation

Educator demonstrates an understanding of the intersections of race, gender, and sexual orientation and how they connect with classroom culture, pedagogy, and student and staff relationships.

Key Method

The educator analyzes key concepts of race, gender, and sexual orientation. The educator determines roles in examining oppression at the individual, institutional, and societal levels based on the intersections of race, gender, and sexual orientation and creates an actionable individual plan for addressing this oppression within the classroom.

Method Components

Key Components of Intersections of Race, Gender, and Sexual Orientation

Key terms for gaining foundational understandings of race

- Race, multiracial
- Ethnicity, non-dominant ethnicity
- Color, person of color
- National origin

Key terms for gaining foundational understandings of gender

- Gender, male, female, neither, both, transgender, cisgender
- Sex assigned at birth
- Gender binary, non-binary, gender nonconforming
- Gender expression
- Gender identity

Key terms for gaining foundational understandings of sexual orientation

- Sexual orientation/identity
- Homosexual, bisexual, heterosexual, others
- Gay, lesbian, straight, queer, others

- Impact of identities (race, gender, sexual orientation) on the foundations of Maslow's Hierarchy of Needs (physical and emotional needs and safety)
- Instructional support on intersectionality

Strategies for Determining Roles in Examining Oppression

Individual roles in raising awareness of issues of race, gender, and sexual orientation

Examples:

- Examine your own actions, language, and assumptions around race, gender, and sexual orientation.
- Explore how those beliefs and behaviors obscure meaning, perpetuate oppression, deflect responsibility, or deprive people of identity.

Institutional support for intersectionality

Examples:

- Advocate for inclusive nondiscrimination and anti-harassment policies.
- Curate and share articles on intersections of identities.
- Engage stakeholders in discussions of changes to policies, procedures, and curricula.

Societal change

Examples:

- Advocate in the larger community.
- Form partnerships with school and community-based organizations and agencies.
- Write letters to the editor of the local or community newspaper to advocate for change in municipal or state policies that will protect citizens based on race, gender, and sexual orientation/identity.
- Lobby local, state, and federal leaders in person or through letters, social media, or telephone calls (keep a call log using an app or keep a paper log).

Key Questions

To prepare for this micro-credential, educators should be able to answer the following questions. These are the foundations for understanding the intersections of race, gender, and sexual orientation.

- Is race a fixed concept? Is our society's concept of race fixed or fluid? Is race biological or a social construct?
- How is gender different from sex assigned at birth?
- How is sexual orientation/identity different from gender identity?

Supporting Research

GLSEN (2017) Playgrounds and Prejudice (Elementary School Climate) -
https://www.glsen.org/sites/default/files/Playgrounds%20%26%20Prejudice.pdf

GLSEN (2013) Gay, Brown and Beautiful
https://www.glsen.org/blog/gay-brown-and-beautiful

GLSEN (2015) Shared Differences: The Experiences of LGBT Students of Color in Our Nation's Schools
https://www.glsen.org/sites/default/files/Shared%20Differences.pdf

GLSEN (2017) Why Educators Should Recognize Queer, Asian Identities In School Curriculum
https://www.glsen.org/blog/why-educators-should-recognize-queer-asian-identities-school-curriculum

GLSEN (2013) Some Considerations When Working With LGBT Students of Color:
https://www.glsen.org/sites/default/files/LGBT_studentsofcolor.pdf

GLSEN (2016) - 4 Toxic Messages I Learned About Gender…
https://www.glsen.org/blog/4-toxic-messages-i-learned-about-gender-and-4-teach-instead

GLSEN (2015) School Climate Survey
https://www.glsen.org/sites/default/files/2015%20National%20GLSEN%202015%20National%20School%20Climate%20Surve

%20Full%20Report_0.pdf

GLSEN (2013) Examining Oppression: Layers of Identity
https://www.glsen.org/blog/examining-oppression-layers-identity

GLSEN (2017) Here's What I Need As A Queer Black Student
https://www.glsen.org/blog/heres-what-i-need-queer-black-student

Mayo, Chris(2016). Chapter 9, "Queer Lessons: Sexual and Gender Minorities in Multicultural Education." Multicultural Education: Issues and Perspectives, 9th Edition, pages 209-227,
https://www.google.com/books/edition/_/e1ITbOA2jhQC?
hl=en&gbpv=1&pg=PA209&dq=Intersections+of+race,+gender+and+sexual+orientation+k-12+school+children

Resources

Intersectionality:

Word We're Watching: Intersectionality
https://www.merriam-webster.com/words-at-play/intersectionality-meaning

Intersectionality
https://www.youtube.com/watch?v=w6dnj2IyYjE

Why Intersectionality Can't Wait
https://www.washingtonpost.com/news/in-theory/wp/2015/09/24/why-intersectionality-cant-wait/?
utm_term=.ca6fbb1f1f38

TED Talk - The Urgency of Intersectionality
https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality

Race:

TED Talk-Color Blind or Color Brave
https://www.ted.com/talks/mellody_hobson_color_blind_or_color_brave#t-832702

Race: Race Is a Social Construct, Scientists Argue. Retrieved August 30, 2017, from
https://www.scientificamerican.com/article/race-is-a-social-construct-scientists-argue/

Race: Bones and Stones
https://anthropology.net/2008/06/30/the-concept-of-race/

Race: There Is No Such Thing As Race
http://www.newsweek.com/there-no-such-thing-race-283123

Race: Race is a social concept, not a scientific one (op-ed)
https://www.livescience.com/47627-race-is-not-a-science-concept.html

Gender:

Straightlaced (4 excerpts)
https://drive.google.com/open?id=0B2WcMM4QrYeBTXd4Umd3eGlaaDQ

Gender: Understanding Gender
https://genderspectrum.org/articles/understanding-gender

Sexual Orientation:

Lesson Plans, Resources, and Strategies: GLSEN (LGBTQ Curriculum Resources)
https://www.glsen.org/educate/resources/curriculum

Lesson Plans, Resources, and Strategies: GLSEN (No Name-Calling Week - varied elementary resources)
https://www.glsen.org/nonamecallingweek/elementary

Lesson Plans, Resources, and Strategies: GLSEN (No Name-Calling Week - varied middle school resources)
https://www.glsen.org/nonamecallingweek/middle-school

Lesson Plans, Resources, and Strategies: Welcoming Schools (Responding To Children's Questions About LGBTQ Topics - varied resources)
http://www.welcomingschools.org/resources/challenging-questions/

Lesson Plans, Resources, and Strategies: GLSEN (No Name-Calling Week - varied high school resources)
https://www.glsen.org/nonamecallingweek/high-school

Sexual Orientation: The Gender Unicorn
http://www.transstudent.org/gender?gclid=EAlaIQobChMI9LOTz4zm1QIVDyWBCh1hsQzFEAMYASAAEgJ92_D_BwE

Sexual Orientation:Sexual Orientation and Gender Identity Definitions
http://www.hrc.org/resources/sexual-orientation-and-gender-identity-terminology-and-definitions

Sexual Orientation: The Difference Between Sexual Orientation and Gender Identity
https://www.cbsnews.com/news/the-difference-between-sexual-orientation-and-gender-identity/

Lesson Plans, Resources, and Strategies: Teaching Tolerance – Ten Ways Homophobia Affects "Straight" People
http://www.tolerance.org/supplement/ten-ways-homophobia-affects-straight-people

Education:

Teaching to Transgress: education as the practice of freedom, by bell hooks
http://blogs.evergreen.edu/a2cmit2014erickson/files/2014/11/Hooks-Zotero-Report.pdf

Lesson Plans, Resources, and Strategies: Welcoming Schools (Resources For Your School - varied resources)
http://www.welcomingschools.org/resources/school-tips/

Lesson Plans, Resources, and Strategies:Teaching Tolerance
http://www.tolerance.org/classroom-resources?keys=&type=lesson&topic=168&grade=All&domain=All&subject=All

Lesson Plans, Resources, and Strategies: Welcoming Schools (Diverse Lesson Plans For Your School)
http://www.welcomingschools.org/resources/lesson-plans/

Teaching Tolerance – 5 Steps to a Safer School

https://www.tolerance.org/professional-development/5-steps-to-safer-schools

Submission Guidelines & Evaluation Criteria

To earn this micro-credential, you must earn passing on sections 1 and 3 and earn a proficient on Part 2.

Part 1. Overview Questions

200-300 words

What are your system's anti-harassment policies for students and staff?

If the existing policies do not include protections for sexual orientation and gender (including gender identity and expression), what efforts have been made to have those protections included? What part, if any, have you played in these efforts?

- **Passing:** : Responses address each of the two questions, using documentation from system policies and supporting evidence such as district/state policy briefs, board minutes or transcripts, transcripts of interviews with policy makers or stakeholders, or news articles.

Part 2. Work Examples / Artifacts

Artifact 1: Action Plan with Evidence

Submit an actionable plan **and** evidence of completion **as one document**:

Using the information about the key concepts of race, gender, and sexual orientation, create a concrete plan of action to accomplish in one of the three areas: individual, institutional, or societal.

Your action plan should:

Include a timeline

Have at least one goal

Address all intersections (race, gender, and sexual Orientation)

Have a way of determining whether the goal has been accomplished (or not).

Your evidence should include *at least* two of the following:

2-3 student reflections

2-3 student work samples

5-10 photos

1-3 letters (If letters to the editor, policy makers or lawmakers are used, do not include your name in this artifact)

An article that you wrote for publication

A presentation that you gave

Call or visit logs (at least 10)

null	Proficient	Basic	Developing
Action Plan with Evidence	Creates a plan of action at the individual, institutional, or societal level that includes all of the listed requirements in Part 2 submission guidelines Action plan addresses a need that is grounded in research and is realistic and doable Two types of evidence from the bullet points listed in the Part 2 submission guideline are submitted Evidence demonstrates actions taken. Correspondence is concise and grammar, spelling, and sentence structure enhance clear communication.	Creates a plan of action at the individual, institutional, or societal level. Evidence of action is incomplete. Action plan is missing one or more key elements. Action plan may not address a real need grounded in research Grammar, spelling, and sentence structure allow for clear communication.	Action plan is not actionable and/or significant pieces are missing. No evidence of action taken or evidence is not related to the action plan

Reflection

400-600 words

Please reflect on examining the intersections of race, gender, and sexual orientation. In your reflection, address the following questions:
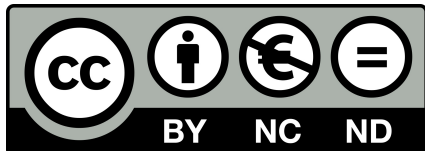
How successful were you in executing your plan of action?

What impediments did you face?

What resources would allow you to expand it?

How did this activity change your future actions and/or thinking about the issues of intersections of race, gender, and sexual identity?

- **Passing:** Thoughtfully responds to each question and includes specific examples from your experiences in implementing your action plan, specific examples of resources, and an analysis that speaks to both your successes and impediments.