Advocating for LGBTQ- Inclusive Policy

Educator effectively consults LGBTQ students and family members about what their needs are and then advocates for LGBTQ-inclusive policies to support these needs.

Key Method

The educator effectively advocates for LGBTQ students by consulting with the LGBTQ students and families they are serving to find out what their needs are and helping to communicate these needs to the larger community. The educator leverages communication to implement school, district, and/or state policy initiatives that create safe spaces for all students and eliminate bias from the curriculum and school environments.

Method Components

Some considerations for educators who seek to create a safe, inclusive space for LGBTQ students:

- Educators and leaders can gain the support of various constituent groups when they use effective messaging.
- Opponents of LGBTQ issues being addressed in school often frame the conversation, and efforts to address anti-LGBTQ bias often encounter objections.
- We can, as educators, reframe the conversation and effectively advocate for addressing anti-LGBTQ bias with various constituents.
- Great public schools are a basic right of every child.
- Every school should be a safe environment for all children.
- Making schools safe means addressing all forms of bias, including forms that may generate controversy.
- Anti-LGBTQ behavior is pervasive and it negatively impacts school climate and student achievement.

Supporting Research

Biegel, S. (2010). Safe at School: Addressing the School Environment and LGBT Safety through Policy and Legislation.
https://nepc.colorado.edu/publication/safe-at-school

GLSEN. (2015). From Statehouse to Schoolhouse: Anti-Bullying Policy Efforts in U.S. States and School Districts.
https://www.glsen.org/sites/default/files/2019-11/GLSEN-From-Statehouse-to-Schoolhouse-2015.pdf

GLSEN (2007). Gay-Straight Alliances: Creating safer schools for LGBT students and their allies. (GLSEN Research Brief).
https://www.glsen.org/sites/default/files/Gay-Straight%20Alliances.pdf

GLSEN. (2017). Separation and Stigma: Transgender Youth & School Facilities.
https://www.glsen.org/sites/default/files/Separation%20and%20Stigma%20-%20Full%20Report.pdf

GLSEN. (2015). The 2015 National School Climate Survey: The Experiences of Lesbian, Gay, Bisexual, Transgender, and

Queer Youth in Our Nation's Schools.
https://www.glsen.org/sites/default/files/2015%20National%20GLSEN%202015%20National%20School%20Climate%20Surve
%20Full%20Report_0.pdf

Greytak, E. A. and Kosciw, J. G. (2010). Year One Evaluation of the New York City Department of Education Respect for All Training Program.
https://www.glsen.org/research/nyc-respect-all-training-evaluation

Human Rights Campaign. (2017). Post-Election Survey of Youth.
http://assets.hrc.org//files/assets/resources/HRC_PostElectionSurveyofYouth.pdf?
_ga=2.222805912.2012061272.1500394887-834775976.1498316269

Resources

Sample policy: GLSEN
https://www.glsen.org/article/model-laws-policies

Sample Policy: State of Washington
http://www.k12.wa.us/SafetyCenter/LGBTQ/default.aspx

Sample policy: Casa Schools
http://www.casafeschools.org/csscmodelpolicy1209.pdf

GLSEN Glossary of LGBT-Related Terms
https://www.glsen.org/sites/default/files/2020-04/GLSEN%20Terms%20and%20Concepts%20Thematic.pdf

Stop Bullying
https://www.stopbullying.gov/laws/federal/index.html#civil

National Women's Law Center
https://www.nwlc.org/sites/default/files/pdfs/lgbt_bullying_title_ix_fact_sheet.pdf

US Department of Education-LGBTQ Policy Guidance
https://www2.ed.gov/about/offices/list/ocr/lgbt.html

Logic Model: Pell Institute
http://toolkit.pellinstitute.org/evaluation-guide/plan-budget/using-a-logic-model/

National Child Traumatic Stress Network: Safe Spaces, Safe Places (2015)
http://www.nctsn.org/products/nctsn-safe-places-video?
utm_source=FindYouthInfo.gov&utm_medium=Federal-Links&utm_campaign=Reports-and-Resources

Communication Tools:

Canva-http://www.canva.com/

Buncee-https://www.edu.buncee.com/

infogr.am-https://infogr.am/app/

Piktochart-https://piktochart.com/

YouTube-http://www.youtube.com/

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing evaluation for Parts 1 and 3 and a "Proficient" for each component in Part 2."

Part 1. Overview Questions

400-500 words

Describe your communication plan to address LGBTQ issues in your school/community environment. Which policies

should be changed to promote a more equitable learning environment for LGBTQ students? Please include your:

Message - What is the message you would like to send?

Evidence - How did you gather information on the needs/wants of LGBTQ students and parents? What LGBTQ groups did you reach out to?

Strategy - What specific actions are you going to take?

- **Passing:** Response addresses all points using personal examples and supportive evidence that clearly illustrates your school's current climate with regards to LGBTQ issues. Writing is organized and easy to understand.

Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit the following three artifacts:

Artifact 1: ."Reframing the Conversation" two-column list.

In column 1, list five to 10 possible objections you may face when advocating for LGBTQ-inclusive policies.

In column 2, list possible responses to these objections.

Artifact 2: Messaging Tool

Create a communication artifact of your choice to persuade an administrator, school board member, policy maker, or other stakeholder to change a school, district, and/or state policy to become more inclusive of LGBTQ students. This could be a letter, poster, or video.

Artifact 3: Audio/Video Recording or Transcription

Submit an audio recording (2-3 minutes) or video (2-3 minutes), or transcribe an actual conversation where you practice the reframing strategies with a partner who presents arguments against LGBTQ-inclusive policies. Remember that some objections connect to core values or strong emotions and it is important not to get drawn into a debate on these messages. It is important to reframe the conversation around your messages and focus on where you both agree.

Artifact 4: Action Plan

Create an action plan for using communication skills to create policy change. List three people you will practice delivering the message to this week. List three things that you can do with your colleagues to create safer schools for all students. These can be at the individual, classroom/worksite, school, or district/affiliate levels.

	Proficient	Basic	Developing
Artifact 1: Reframing Conversations	The video/audio or Q&A has the speaker directly addressing counterarguments from a colleague. The speaker uses language to reframe the opponent's argument, using language that puts children's needs at the center of the argument. The speaker acknowledges concerns, but bridges back to their message. The speaker shows respect and builds rapport with the opponent.	The video/audio or Q&A has the speaker somewhat addressing counterarguments from a colleague. The speaker uses some language to reframe the opponent's argument but doesn't bring the message back to the needs of LGBTQ students. The speaker may somewhat acknowledge concerns, but misses opportunities to bring the opponent back to the message. The speaker may show	The video/audio or Q&A has the speaker talking in a monologue at the opponent, or the opponent talking without any pushback from the speaker. The speaker does not use language to reframe the opponent's argument, keeping the concerns of adults above children's needs. The speaker does not acknowledge concerns, shutting out the opponent in a

		frustration and builds limited rapport with the opponent.	way that limits discussion and potential change. The speaker shows no respect and does not build rapport with the opponent.
Artifact 2: Messaging Tool	Poster/video is clear and the content is easily viewed and identified. For a letter, structure and argument are clear, consistent, and convincing. Graphics used in the poster/video reflect an exceptional degree of creativity in their creation and/or display. For a letter, grammar and mechanics are polished and professional. Poster/video is related to the topic and makes it easier to understand. For a letter, it stays clearly on target while addressing potential counterarguments. The poster/video is exceptional in terms of design, layout, and neatness. A letter makes a solid argument for changing policy.	Poster/video is somewhat clear and some content is easily viewed and identified. For a letter, structure and argument are fairly clear. Graphics used in the poster/video reflect some degree of creativity in their creation and/or display. For a letter, grammar and mechanics are acceptable. Poster/video is partially related to the topic and makes it somewhat easier to understand. For a letter, it stays somewhat on target though it may neglect to address potential counterarguments in a strong way. The poster/video is somewhat relevant in terms of design, layout, and neatness. A letter somewhat makes an argument for changing policy.	Poster/video is not clear and the content is not easily viewed and identified. For a letter, structure and argument are unclear. Graphics used in the poster/video do not reflect an exceptional degree of creativity in their creation and/or display. For a letter, grammar and mechanics are sloppy and unpolished. Poster/video is not related to the topic and is not easy to understand. For a letter, it may diverge off-topic and be unfocused. The poster/video is not relevant in terms of design, layout, and neatness. A letter does not make a solid argument for changing policy.
Artifact 3: Audio/Video Recording or Transcription	Artifact is correct length and includes opportunity to deeply discuss issues. Conversation demonstrates multiple instances of reframing strategies and responses from the 2 column chart used in the conversation. Conversation does not become a debate, especially if there are core values or emotion	Artifact is correct length and may have opportunity for discussion of the issues. Conversation demonstrates the use of one reframing strategy used in the conversation. Conversation does not become a debate, especially if there are core values or emotion expressed.	Artifact is shorter than the expected length. It does not discuss the issues or does not included opportunity for discussion Reframing strategies are not present. Conversation may become a debate. No examples of

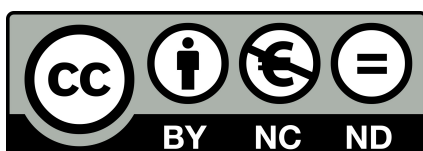|			
	expressed. Discussion includes more than one example of finding common ground between the speakers.	Discussion includes one example of finding common ground, although the speakers may not reach this consensus	common ground are found in conversation.
Artifact 4: Action Plan	At least three people who can make policy changes are identified as an audience. Three concrete strategies for change are outlined that are achievable and measurable. The plan makes a significant difference for LGBTQ students and in creating safe spaces and/or anti-bias curriculum in schools.	Individual people are identified, but may have limited impact on carrying out the work of the plan. Three strategies for change are outlined, but they may have little impact or be too lofty. The strategies may be vague on implementation and need more work and polishing to be effective. The plan attempts to make a difference for LGBTQ students and in creating safe spaces and/or anti-bias curriculum in schools, but may have limited impact	Fewer than three people who can make policy changes are identified as an audience. Fewer than three concrete strategies for change are outlined, and they may be vague and unpolished. The plan makes little to no difference for LGBTQ students and and has no impact in creating safe spaces and/or anti-bias curriculum in schools.

Reflection

400-500 words

Submit a reflection on communicating and advocating for LGBTQ-inclusive policies in your school, district, and/or state. Please address the following:

Reflections on this plan: What was the impact of your communication strategies? Note the successes, challenges, and opportunities.

Reflections on self and others: What did you learn about yourself? Where were you, and where are you now? How do you know the message you chose to implement was effective in helping achieve the desired goal?

- **Passing:** Reflections include thoughtful analysis of the impact of the implemented plan and its challenges and successes, as well as a thoughtful self-analysis. The reflections also provided a clear description of how the message was effective in achieving the desired goal.