

# UOTeach: Welcoming Schools

## Gender Inclusive Learning Communities

Building the Foundations  
of Welcoming Schools



UNIVERSITY OF  
OREGON

College of Education  
fppt.com

Connecting



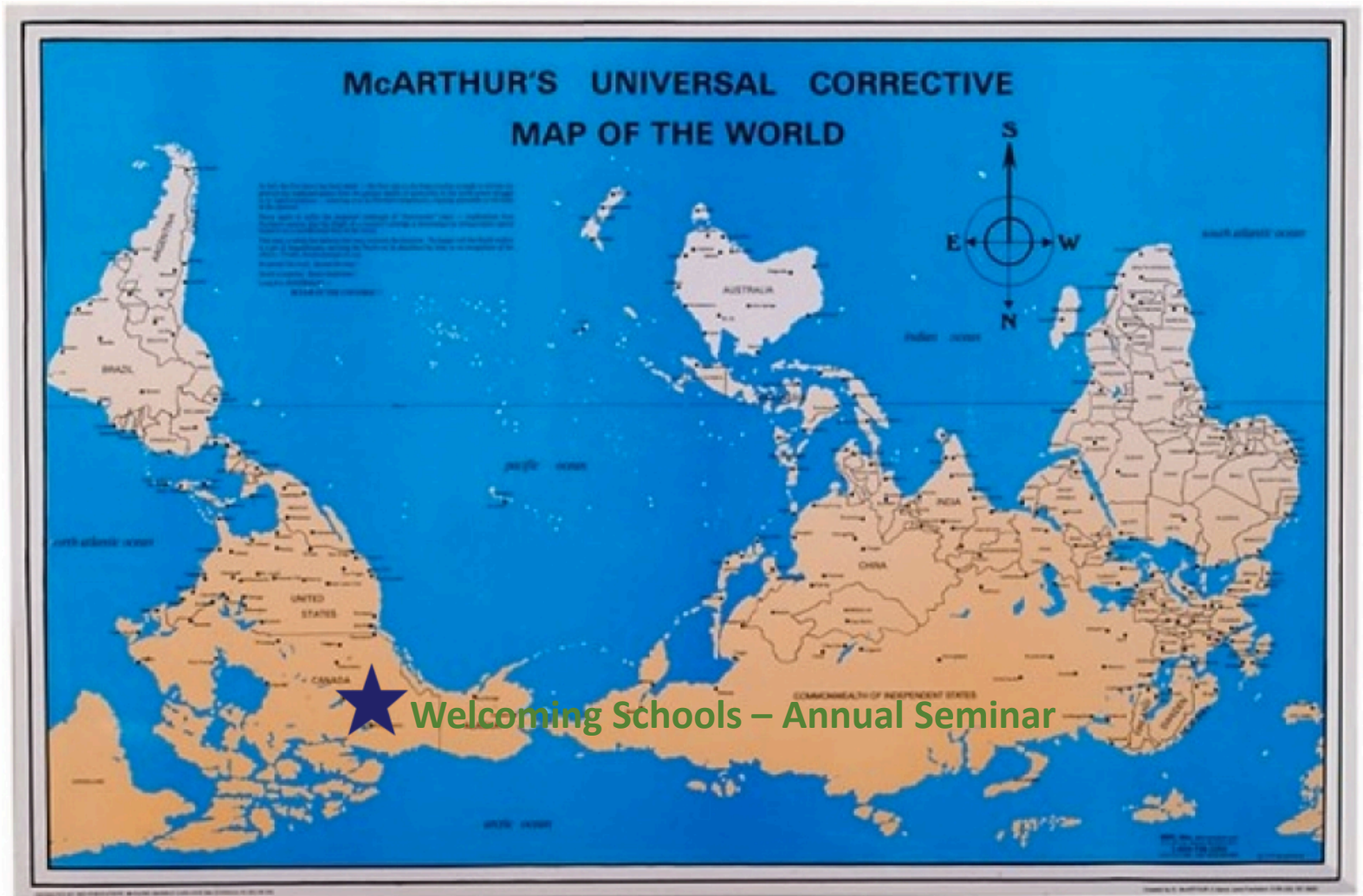
## **OBJECTIVE 1: Considering Gender Norms and Gender Identity:**

- a. Related to other aspects of Identity
- b. Present in MY OWN sense of myself
- c. Informing how I interact as a learner and a Future teacher

## **OBJECTIVE 2: Interrogating how Gender Norms and Gender Identity Diversity are:**

- a. Socially supported / Socially denied in schools
- b. Addressed in instruction / Ignored in instruction
- c. Opportunities for enrichment / Barriers to enrichment

# How did we get here? Jett and Kate





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**KWL: Know - Want to know - Learned**

# Knowledge Continuum

## Gender Norms and Gender Identity



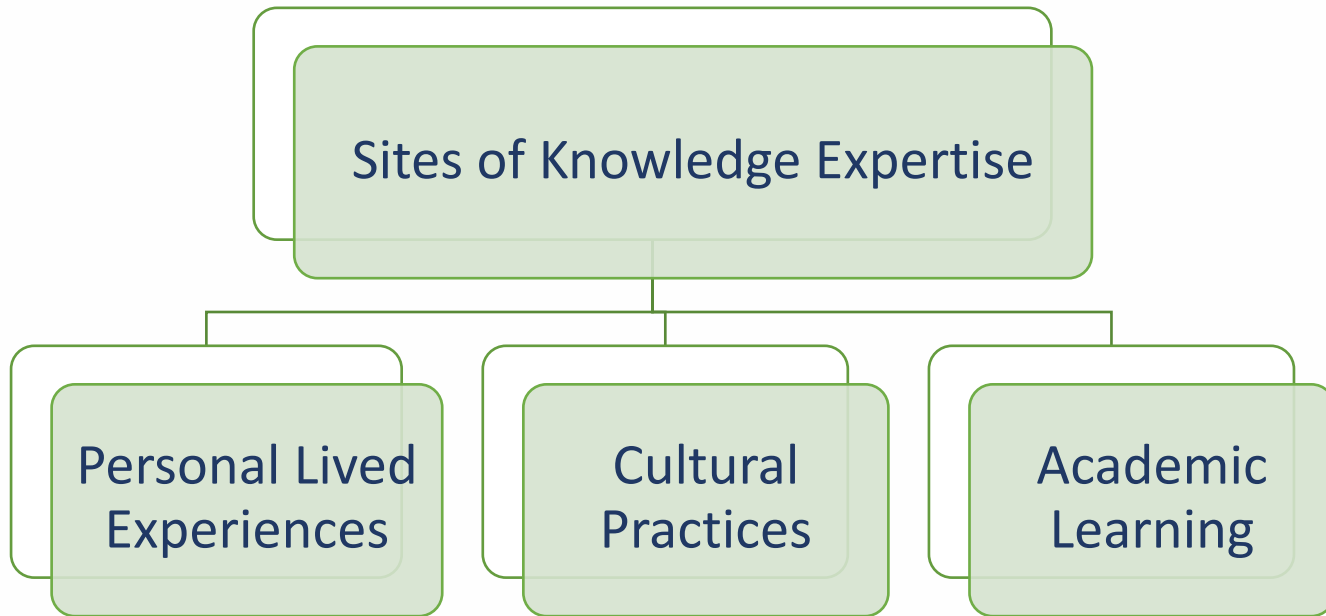
# Anticipating the Work of Creating an Inclusive Learning Community

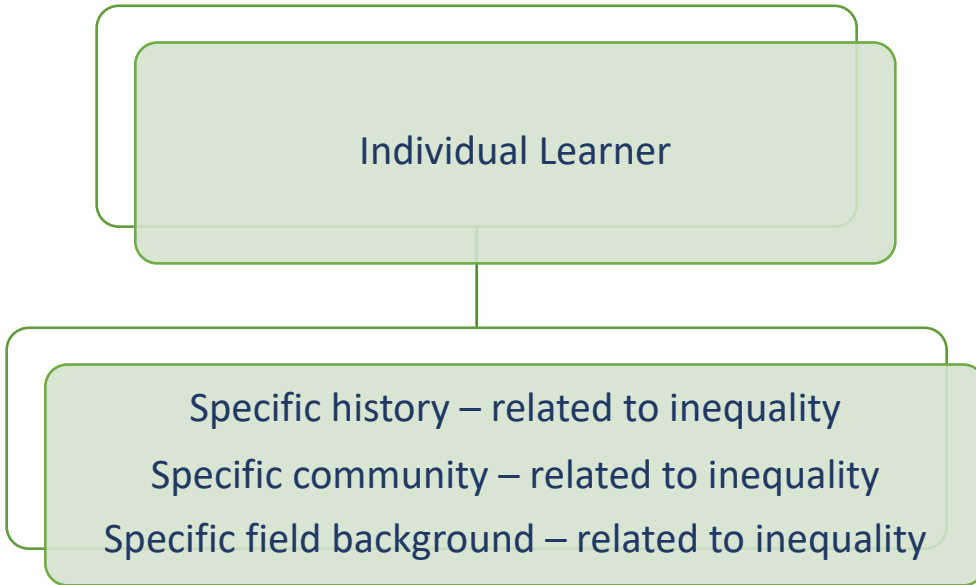
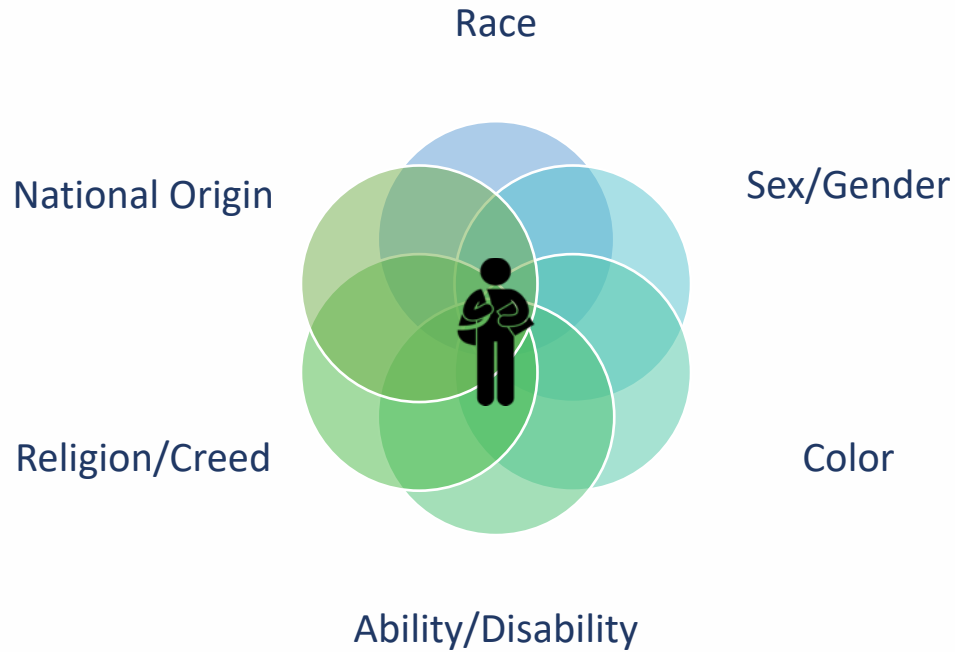


## Learning Community

An intentional learning space in which **EVERYONE** has **KNOWLEDGE** and everyone is learning.









Individual Learner

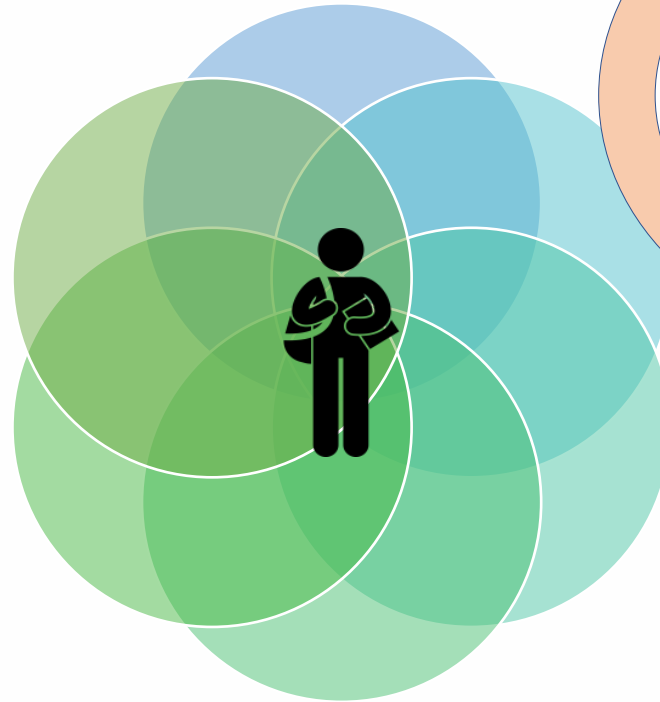
Specific history  
Specific community  
Specific field background

# Cultural Influences

National Origin

Race

Religion/Creed



Sex/Gender

Color

Ability/Disability

Individual experiences  
within a  
Learning Community

# Panel: One Story about my identities and my learning experiences



# Waterline of Visibility



# Reflection



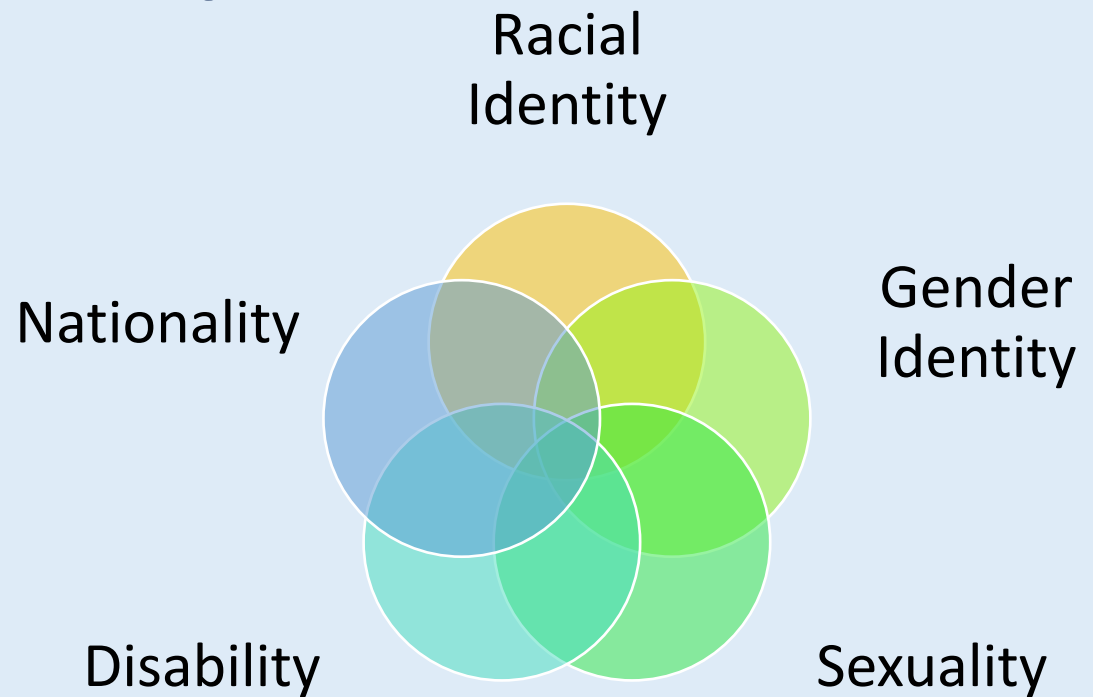


# UOTeach Learning Community Norms

- 1. Stay engaged.**  
Listen deeply and ask with curiosity
- 2. Speak what is true for you.**  
Beginning with I statements can be helpful
- 3. Experience discomfort.**  
Reflections on your own discomfort are rich with new information
- 4. Have an appreciative inquiry stance.**  
Assume good intent and be attentive to negative impacts
- 5. Expect and accept non-closure.**  
Be open to unexpected outcomes as well as to ambiguity

I'm not half.  
I'm double!

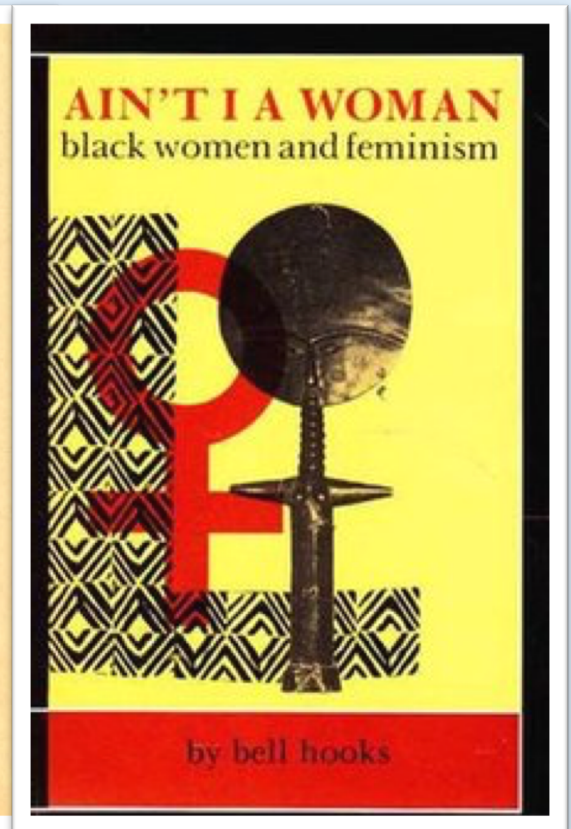
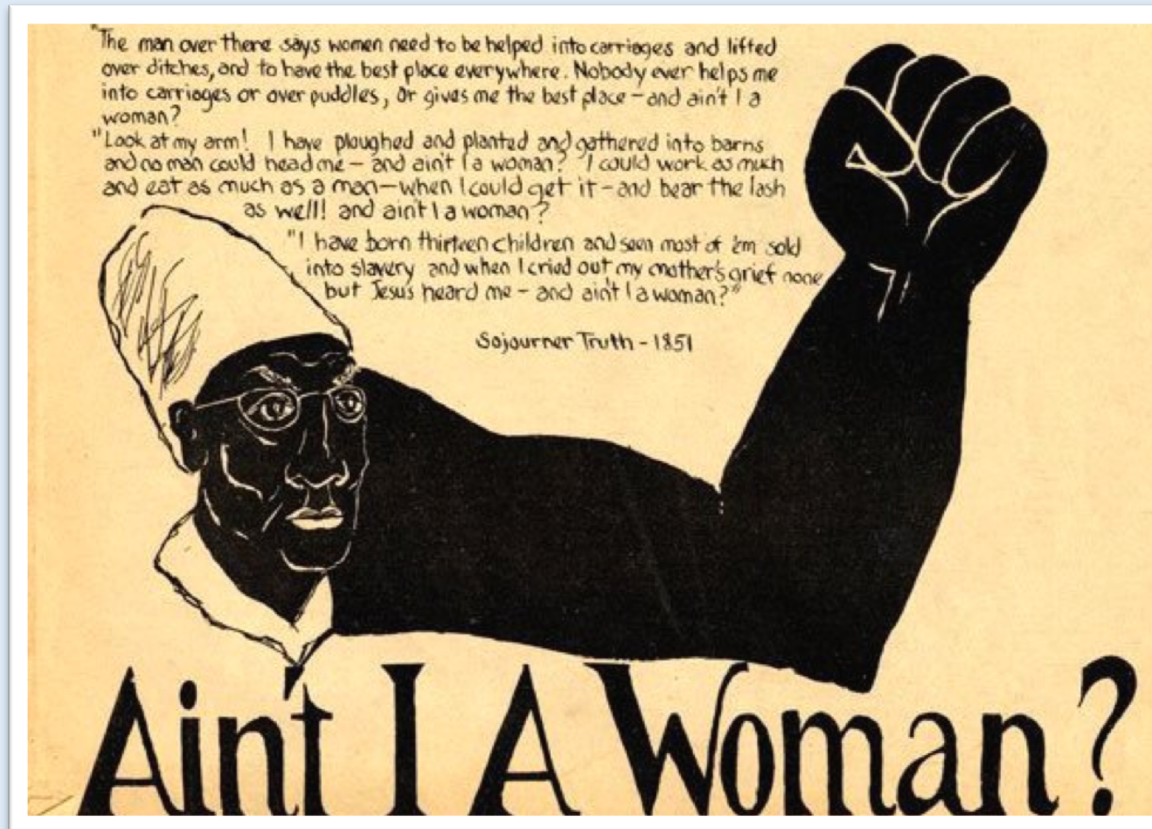
# Intersectionality



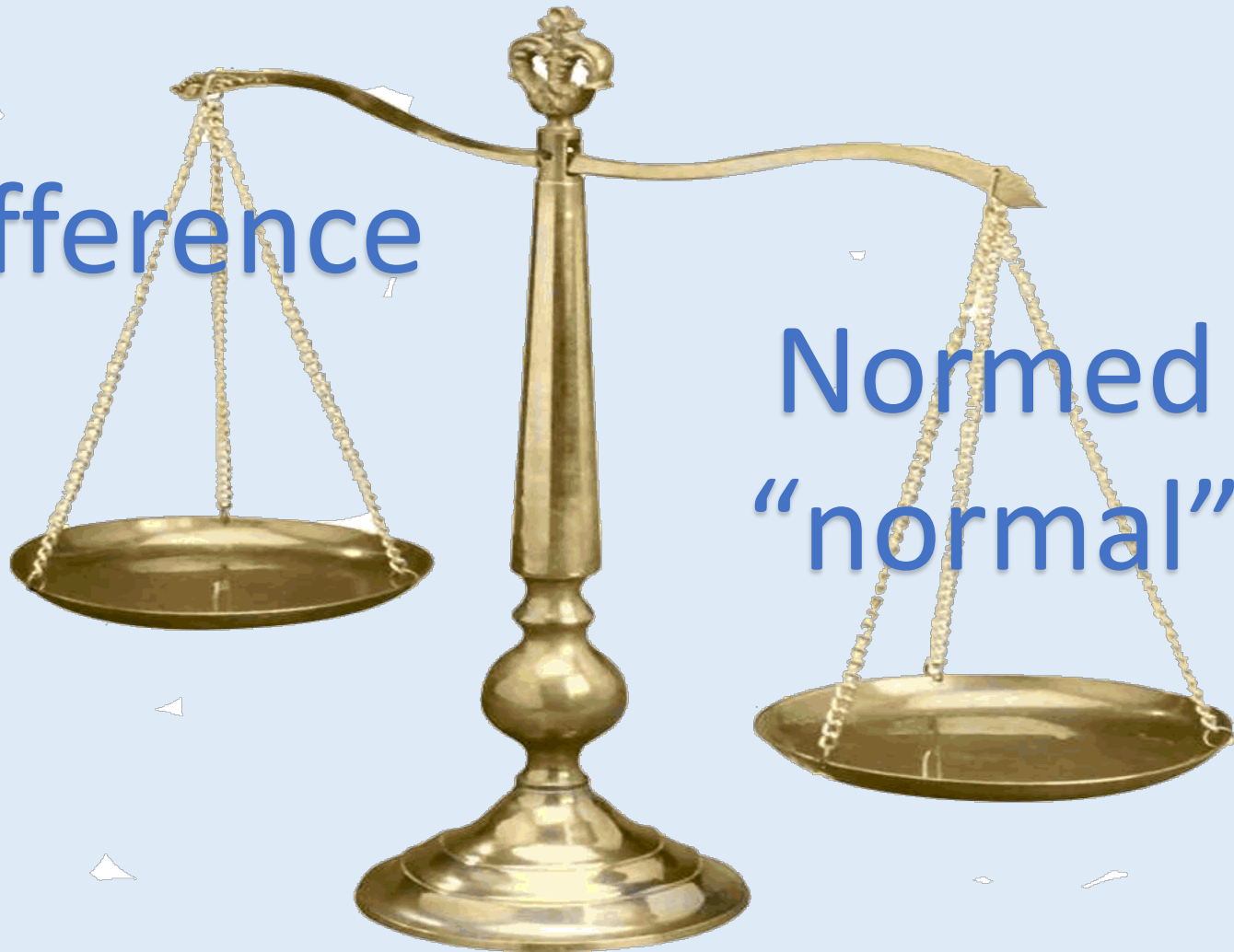
Intersectionality is an analytic sensibility, a way of thinking about identity and its relationship to power. Originally articulated on behalf of black women, the term brought to light the invisibility of many constituents within groups that claim them as members but often fail to represent them.

**Kimberle Williams Crensha**

# Inequality exists in relationship to Power



Difference



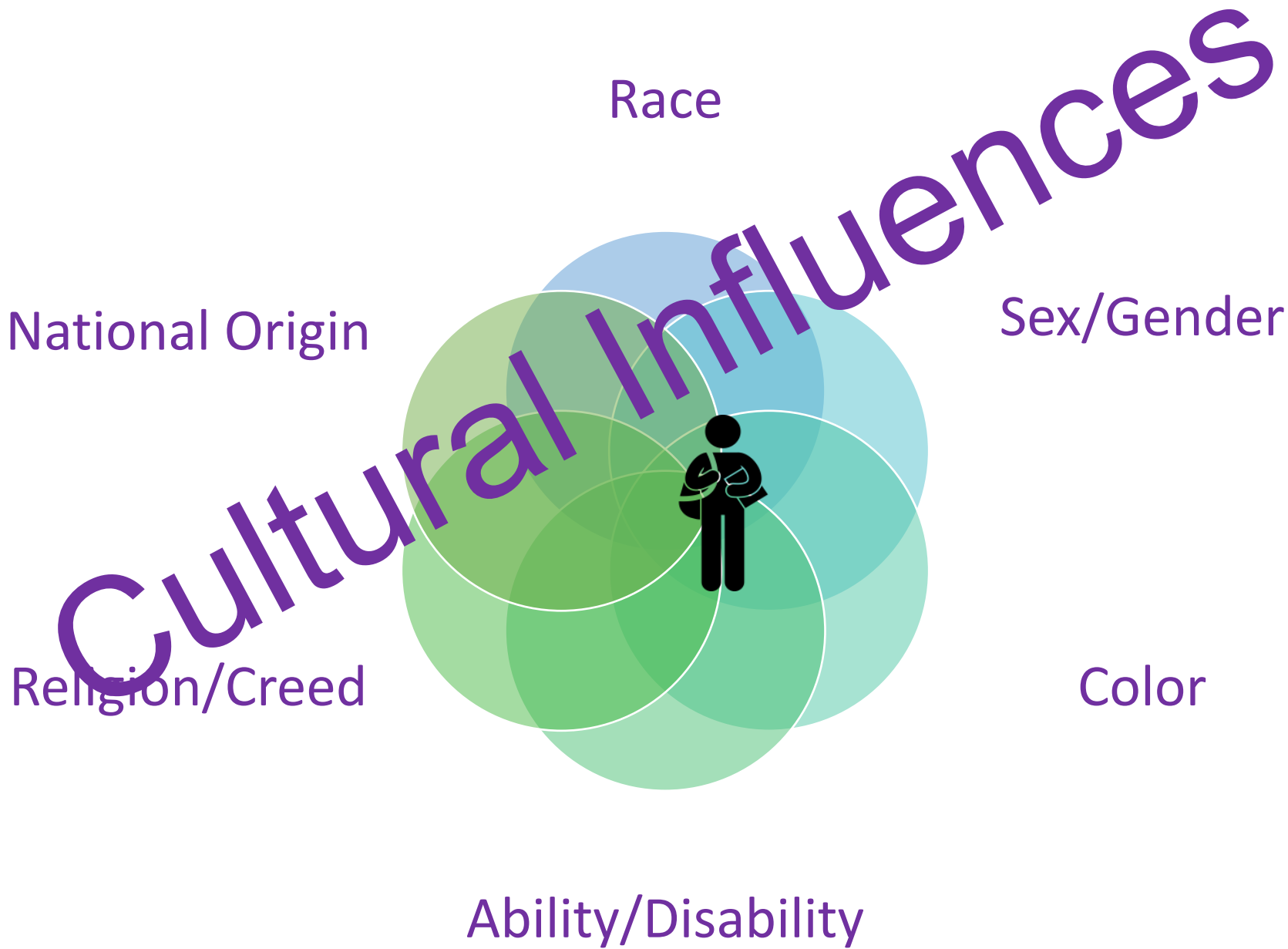
Normed  
“normal”

Inequality

# Knowledge Continuum

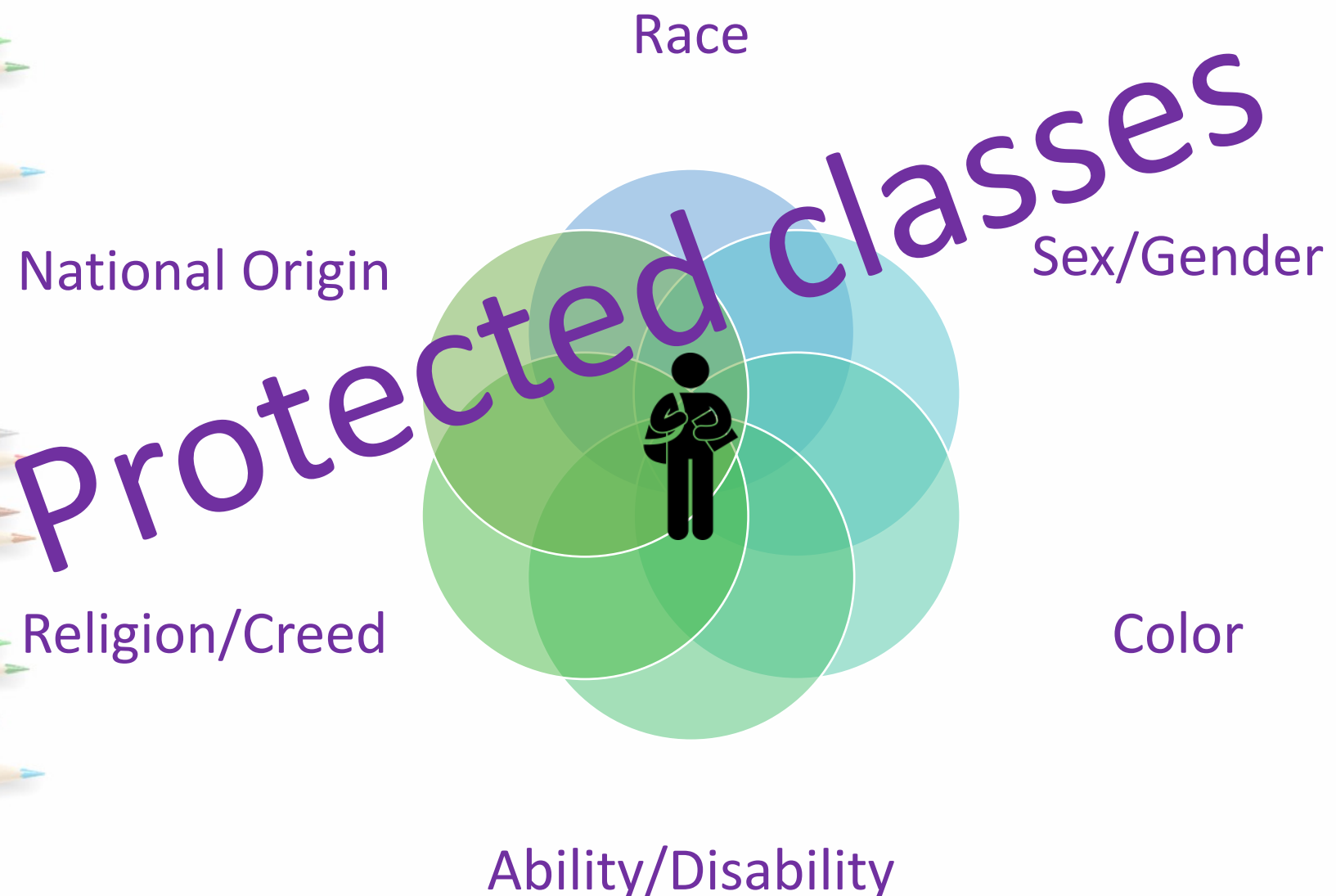
Knowledge of Structural and Systemic Inequality



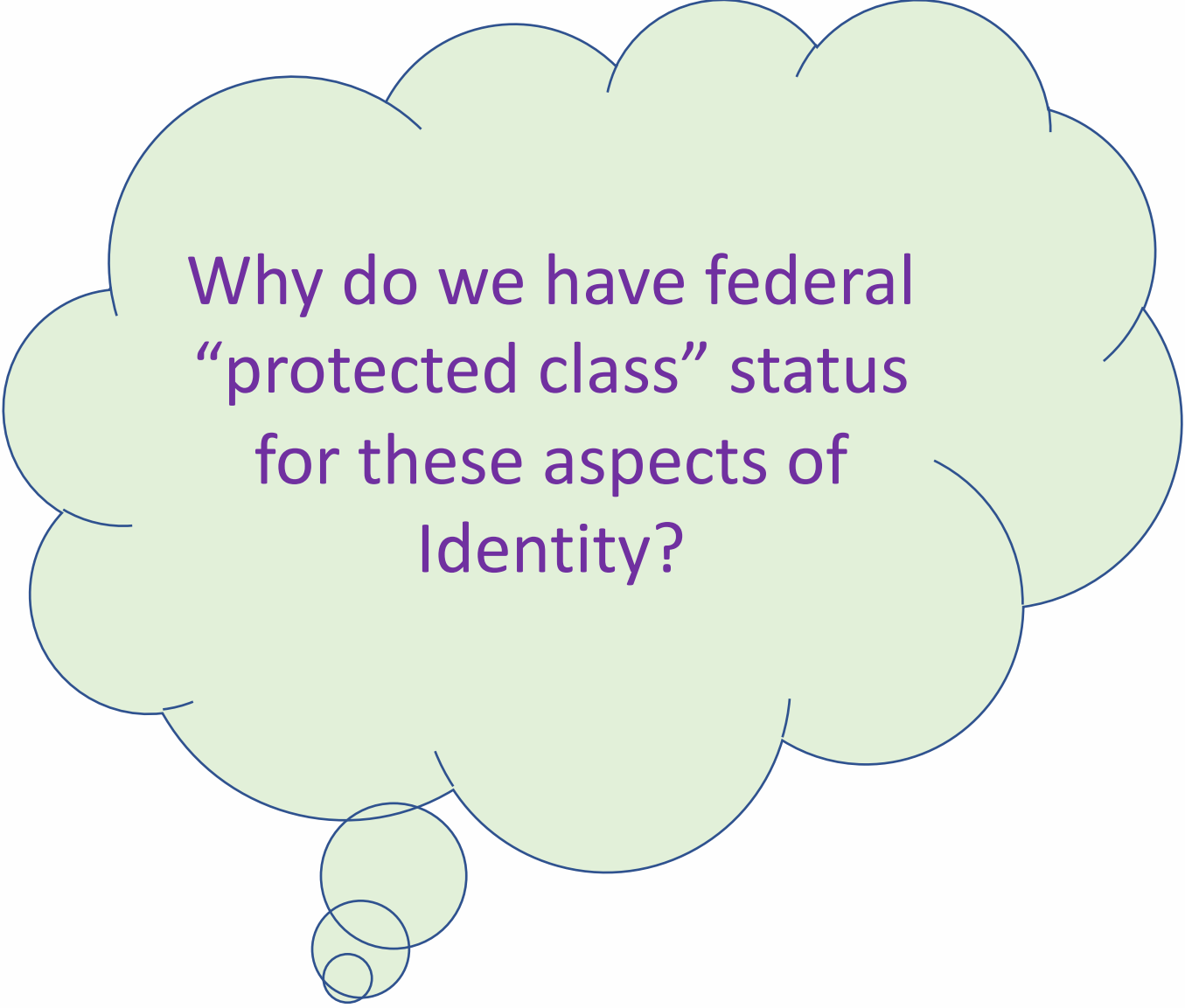






# protected classes







Why do we have federal  
“protected class” status  
for these aspects of  
Identity?

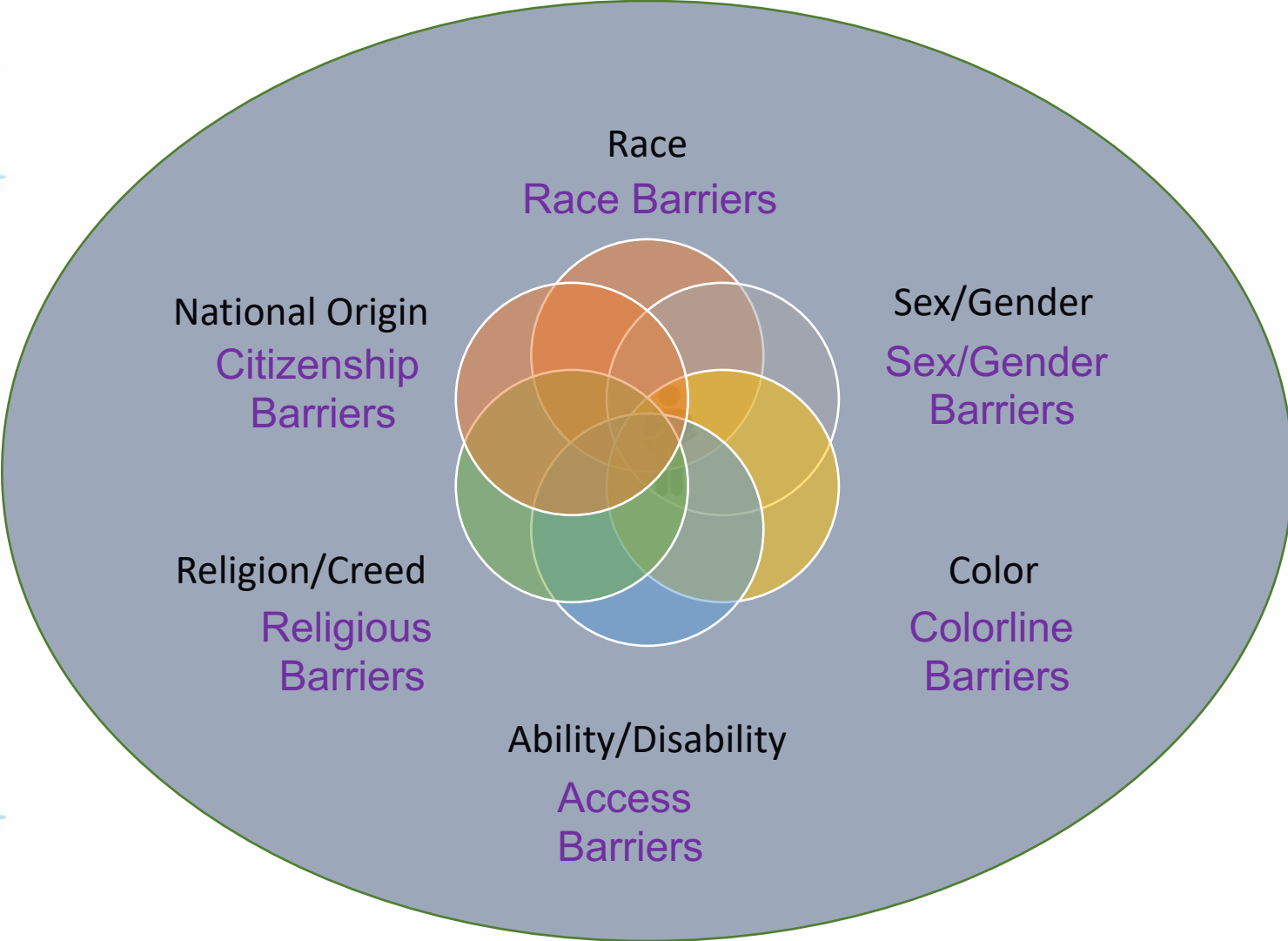
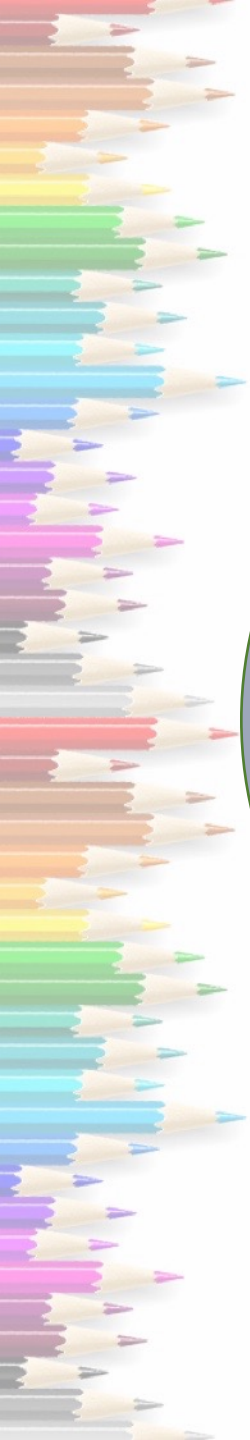


PROTECTED CLASS STATUS IS BASED ON LEGAL  
EVIDENCE

of ongoing

structural and systemic barriers

to civil rights and liberties based on each of  
these social identity categories.



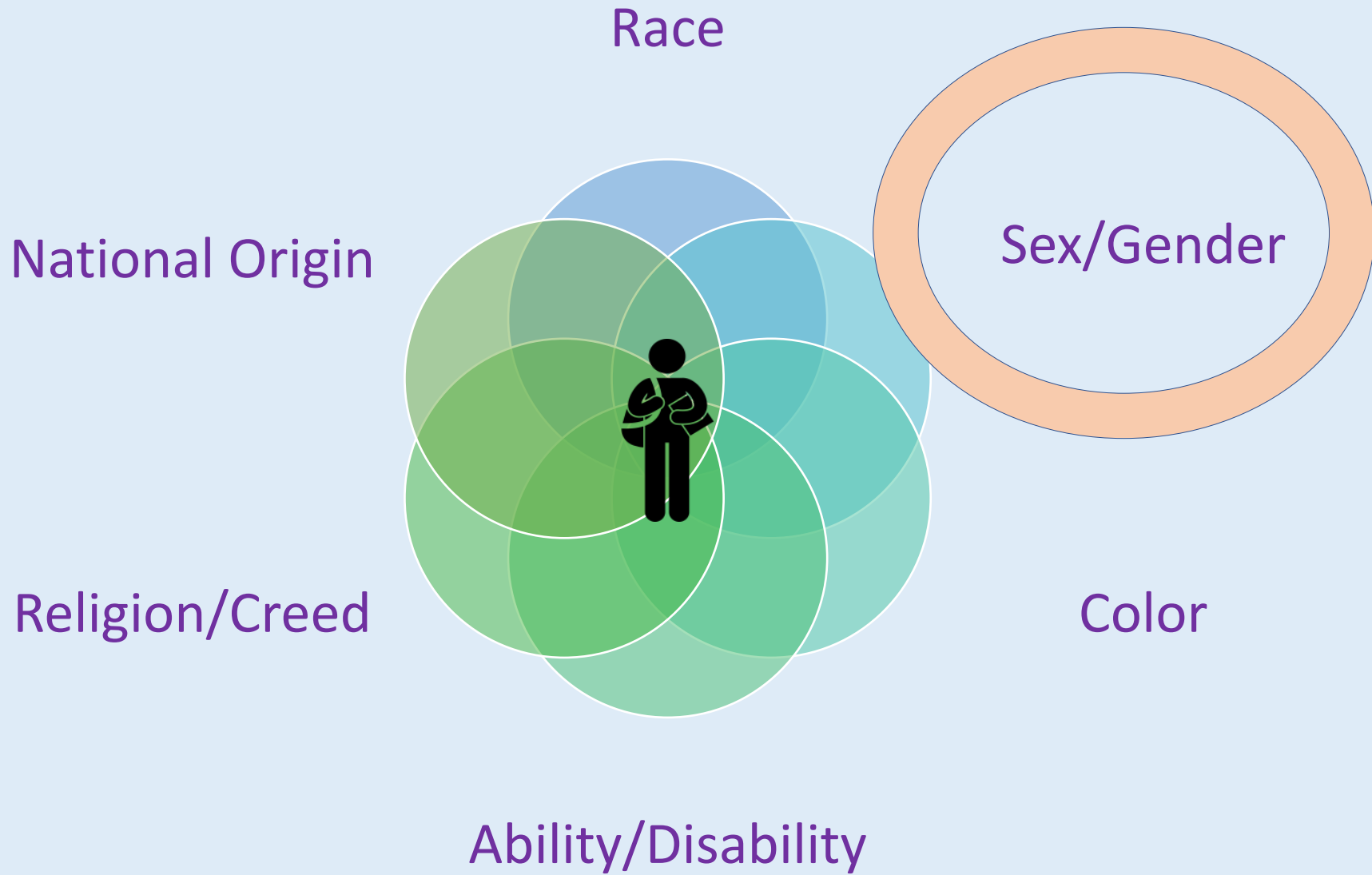
# Waterline of Visibility



Your Turn: Spend some quiet time now considering how your identities were present for your past learning experiences.



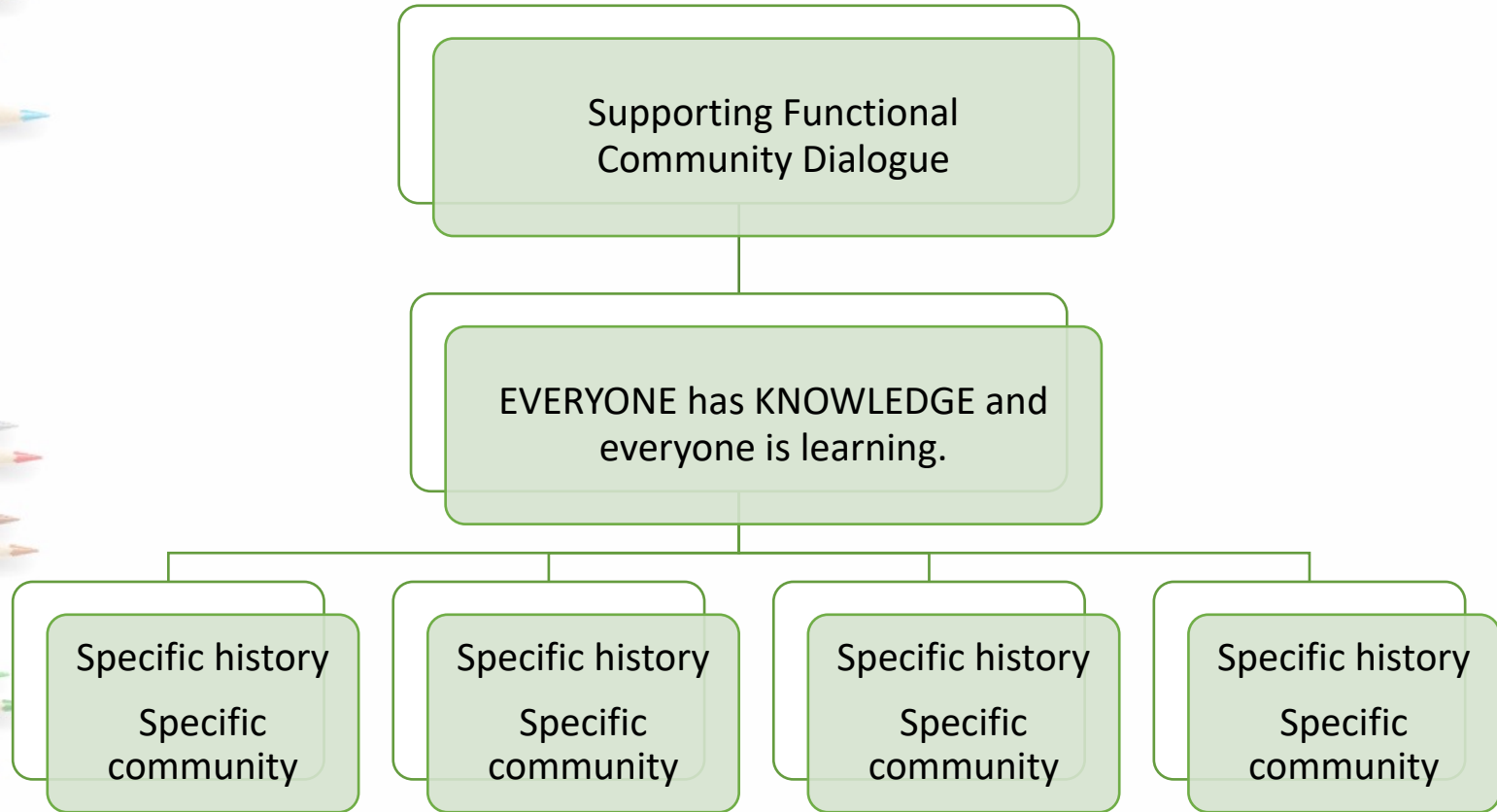
# Cultural Influences



# Silent Gallery Walk





# Inclusive Learning Community



**LISTENING > ASKING QUESTIONS > SHARING**





Safe from what?  
Safe for whom?

## **SAFE SPACE**

- ▶ Be Quiet
- ▶ Make Difference Invisible

## **GENEROUS SPACE**

- ▶ Expect Diverse Experiences
- ▶ Appreciative Inquiry
- ▶ Question Ideas
- ▶ Be interested in and accountable for unintended impacts

# GENDER

Difference



Normed  
“normal”

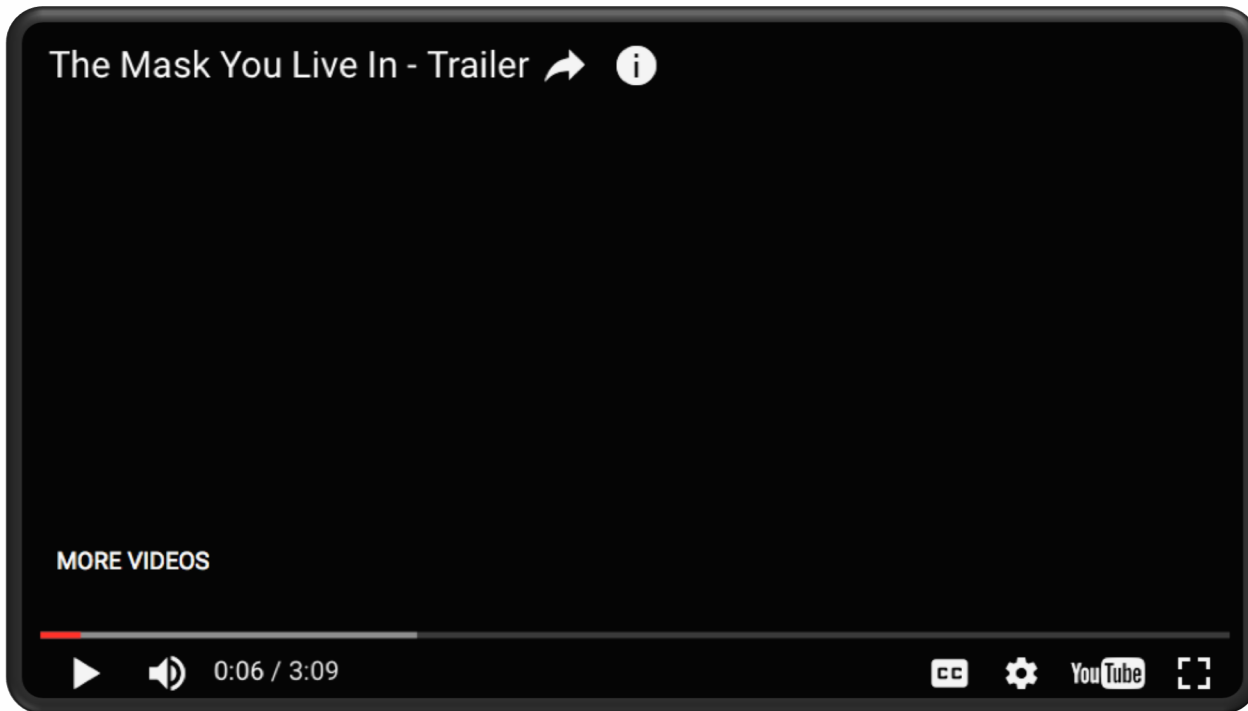
Inequality

# Play #LikeAGirl



<https://www.youtube.com/watch?v=XjJQBjWYDTs>

# Be a Man: The Mask You Live In

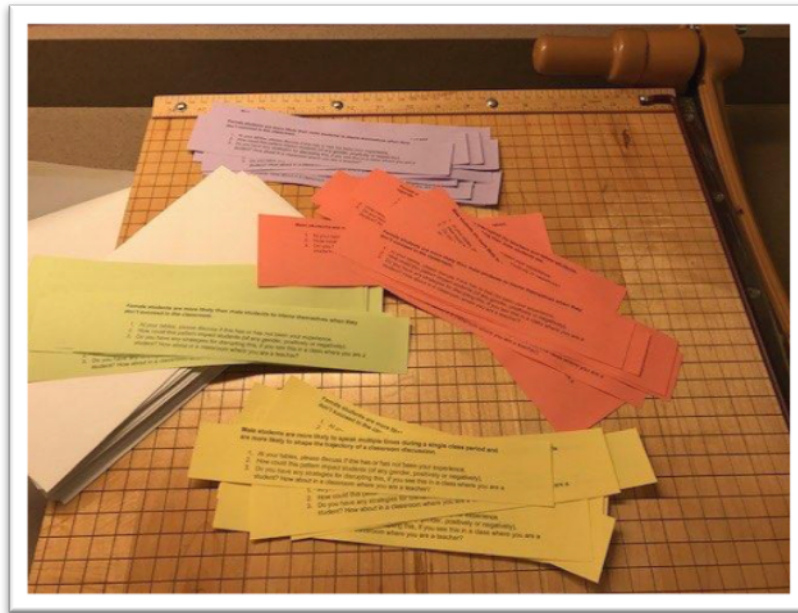


<https://www.youtube.com/watch?v=hc45-ptHMxo>

MORE VIDEOS

# Let's Talk About Gender and the Classroom

## A Model for Unpacking Gender Dynamics in the Classroom



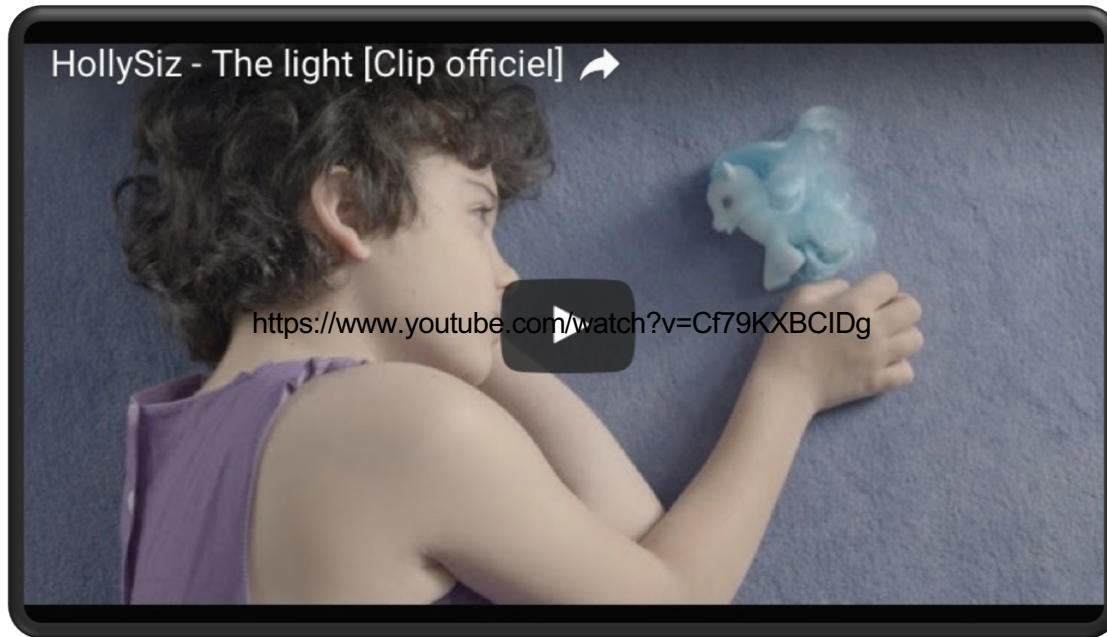
This activity was designed by UOTeach  
Cohort 8 Alumni: Jerami Campbell, Erica Milkovich, and Nate West



# Debrief

- Gender Stereotypes have negative impacts on behavioral norms in the classroom
- Gender Stereotypes have negative impacts on instructional content in the classroom
- Gender Stereotypes have negative impacts on instructional practices

# Beyond the Binary

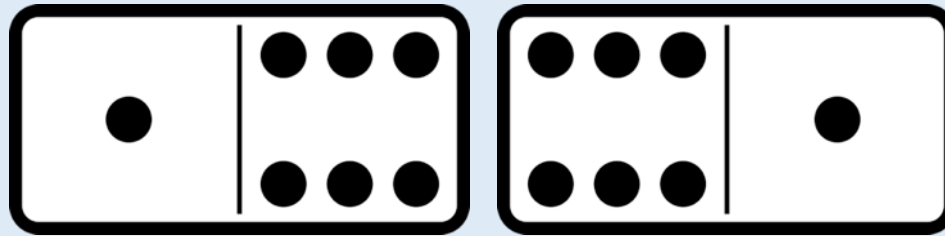


[The Light](https://www.youtube.com/watch?v=Cf79KXBCIDg) – by Holly Siz

<https://www.youtube.com/watch?v=Cf79KXBCIDg>

# VOCABULARY GAME

Providing practice with new language



**Trans  
Transgender  
Genderqueer**

A woman whose sexual  
desire is towards other  
women

**Lesbian**

A person who  
prefers sexual  
intimacy with  
people of the  
opposite gender

**Straight  
heterosexual**

The belief that same  
gender sexual intimacy is  
wrong and the institu-  
tional power to enforce  
that belief



# LGBTQ Vocab Example

Select Critical Vocabulary and  
Provide Time for Dialogue



Enrich  
Critical  
Literacy  
and Fluency



# Gender Identity and Sexual Orientation



# Understanding Common Terminology

## ODE Guidance on Creating Safe and Supportive School Environments for Transgender Students



### Oregon Department of Education

Kate Brown, Governor

Office of the Deputy Superintendent  
225 Capital Mall, Salem, OR 97310  
Voice: 503-547-5000  
Fax: 503-575-5136

#### Guidance to School Districts: Creating a Safe and Supportive School Environment for Transgender Students Issued May 5, 2016

ODE fosters excellence for every learner, and recognizes that academic success depends on a safe school environment. As an organization, we value equity for every student; this includes an educational environment safe and free from discrimination and harassment, ensuring that every student has equal access to educational programs and activities.

Under Oregon law, “[a] person may not be subjected to discrimination in any public elementary, secondary or community college education program or service, school or interschool activity or in any higher education program or service, school or interschool activity where the program, service, school or activity is financed in whole or in part by moneys appropriated by the Legislative Assembly.”<sup>1</sup> Discrimination includes “any act that unreasonably differentiates treatment, intended or unintended, or any act that is fair in form but discriminatory in operation, either of which is based on race, color, religion, sex, sexual orientation, national origin, marital status, age or disability.”<sup>2</sup> Oregon law broadly defines “sexual orientation” as an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated with the individual’s sex at birth.<sup>3</sup>

Additionally, federal law under Title IX of the Education Amendments of 1972 (Title IX) generally prohibits discrimination on the basis of sex in federally funded programs and activities.<sup>4</sup> The United States Department of Education’s Office for Civil Rights (OCR) has issued guidance recognizing that Title IX protects transgender and gender nonconforming students.<sup>5</sup> Additionally, the U.S. Departments of Education and Justice have stated that under Title IX, “discrimination based on a person’s gender identity, a person’s transgender status, or a person’s nonconformity to sex stereotypes constitutes discrimination based on sex” and has asserted a significant interest in ensuring that all students, including transgender students, have the opportunity to learn in an environment free of sex discrimination in public schools.<sup>6</sup> Recently, a federal court upheld this interpretation of federal law by the U.S. Department of Education.<sup>7</sup>

<sup>1</sup> ORS 659.850(2).

<sup>2</sup> ORS 659.850 (1).

<sup>3</sup> ORS 184.101.

<sup>4</sup> 20 U.S.C. §1681(a) (2006).

<sup>5</sup> See 20 U.S.C. §§ 1681-1688 (2006); 34 C.F.R. Part 106 (2010); 54 C.F.R. Part 54 (2000); United States Department of Education, Office for Civil Rights, Questions and Answers on Title IX and Single-Sex/Elementary and Secondary Classes and Extracurricular Activities (December 1, 2014).

<sup>6</sup> See Statement of Interest of the United States, *Grison v. Gloucester County School Board*, Case No. 4:15cv54 (E.D. Virg. filed June 29, 2015).

<sup>7</sup> *Grison v. Gloucester County School Board*, Case No. 15-2016 (issued April 23, 2016).

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As a response to student, parent, and school district requests, the Oregon Department of Education, working with stakeholders, developed these guidelines to provide assistance for districts to foster an educational environment that is safe, free from discrimination, and aligned with state and federal laws. These guidelines are designed to be used by school boards, administrators and other members of the educational community to guide development of school procedures and district policies related to transgender and gender nonconforming students.

The guidelines are intended to suggest best practices and to provide a foundation for the educational community to build safe and supportive school cultures. **These guidelines are not legal advice, nor should they be relied on as legal advice. If you require legal advice regarding the issues discussed in these guidelines, please consult an attorney.**

In order to make this document as helpful as possible, illustrative examples that highlight frequently-asked questions and best practices for addressing these questions appear throughout in italics. While these scenarios and remedies are based on real-life examples personally identifiable student information and specific school information has been changed to protect the privacy of the students involved. These scenarios are also not meant to be exhaustive of all potential scenarios or remedies appropriate for each school community.

#### Terminology

Understanding the common terminology associated with gender identity is important to providing a safe and supportive school environment for students. The following definitions used by research advocacy and governmental organizations are provided to assist in understanding the guidance presented. Although these are the most commonly used terms, students may use other terms to describe their gender identity, appearance, or expression. Terminology and language describing transgender and gender nonconforming individuals can differ based on region, language, race or ethnicity, age, culture, and many other factors. It is recommended that school staff and educators inquire about which terms a student uses to describe themselves and their experience. A good general guideline is to employ those terms which the student uses to describe themselves.

#### Definitions:

1. **Assigned sex** - Sex recorded at birth, usually on the basis of external genitalia.
2. **Cygender** - A term used to describe people who, for the most part, identify with the sex they were assigned at birth.
3. **Gender binary** - The assumption that there are only two genders (male and female), rather than more than two genders or gender fluidity.
4. **Gender expression** - How people express their gender externally based on mannerisms, dress, etc. A person’s gender expression presentation may not always match their gender identity.
5. **Gender identity** - A person’s internal sense of being male, female or some other gender, regardless of whether the individual’s appearance, expression or behavior differs from

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that traditionally associated with the individual’s sex assigned at birth. Gender identity is distinct from and often unrelated to an individual’s sexual orientation.

6. **Gender role** - The socially determined sets of behaviors assigned to people based on their biological sex.
7. **Gender sensitive** - Materials and instruction strategies that is sensitive to individual’s similarities and differences regarding gender role, gender identity and/or sexual orientation.
8. **Genderqueer** - A person whose gender identity cannot be categorized as solely male or female. The term is not a synonym for transgender and should only be used if someone self-identifies as genderqueer.
9. **Intersex** - An umbrella term used for people born with reproductive or sexual anatomy and/or chromosome pattern that does not seem to fit the typical definition of male or female. Intersex may also be known as Difference of Sex Development and may not always be known at birth, but may be revealed at any stage of a person’s life.
10. **Sexual orientation** - Means a person’s physical, romantic, emotional, aesthetic, or other form of attraction to others. Sexual orientation and gender identity are not the same. Although, the Oregon Legislature adopted a broader definition of “sexual orientation” for purposes of all Oregon statutes to “mean an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated with the individual’s sex at birth.”<sup>8</sup>
11. **Transgender** - An umbrella term for persons whose gender identity, gender expression, or behavior does not conform to that typically associated with the sex to which they were assigned at birth. Persons who identify as transgender may or may not pursue medical transition.
12. **Transgender female** - This is a person whose assigned sex at birth is male but identifies and lives as a female.
13. **Transgender male** - This is a person whose assigned sex at birth is female but identifies and lives as a male.
14. **Transition** - The time when a person begins living as the gender with which they identify rather than the gender they were assigned at birth, which often includes changing one’s first name and dressing and grooming differently. Transition may or may not also include medical and legal aspects, including taking hormones, having surgery, or changing identity documents (e.g. driver’s license, Social Security record) to reflect one’s gender identity.
15. **Transsexual** - An outmoded term that refers to a person who has permanently changed - or seeks to change - their bodies through medical interventions (including but not limited to hormones and/or surgeries). Unlike transgender, transsexual is not an umbrella or popular term. Many transgender people do not identify as transsexual and prefer the word *transgender*. It is best to use transgender instead unless the individual uses this term to describe themselves.


<sup>8</sup> ORS 174.100

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# Understanding Common Terminology

## Welcoming Schools Terminology at Age Appropriate Levels

### For Education Professionals



## Welcoming Schools

A PROJECT OF THE HUMAN RIGHTS CAMPAIGN FOUNDATION

### DEFINITIONS TO HELP UNDERSTAND GENDER AND SEXUAL ORIENTATION FOR EDUCATORS AND PARENTS/GUARDIANS

Many people refrain from talking about sexual orientation and gender identity because it feels taboo, or because they're afraid of saying the wrong thing – after all, language around gender, sexual orientation, and gender identity and expression can shift rapidly. This glossary was written to give adults the words and meanings to help make conversations easier and more comfortable.

**Note:** THESE DEFINITIONS ARE FOR ADULTS. (For students, see the Welcoming Schools handout: *Defining LGBTQ Terms for Elementary School Students*.)

**Ally** A term that describes a person who speaks out or takes actions on behalf of someone else or for a group that they are not a part of.

**Androgynous** Identifying and/or presenting as neither distinguishably masculine nor feminine.

**Asexual** A term that describes a person who lacks sexual attraction or desire for other people.

**Bi** Bisexual.

**Bisexual** A term that describes a person who is emotionally, romantically or sexually attracted to people of more than one sex, gender or gender identity though not necessarily simultaneously, in the same way or to the same degree.

**Butch** Commonly used to refer to masculinity displayed by a female but can also refer to masculinity by a male.

**Cisgender** A term that describes a person whose gender identity aligns with the sex assigned to them at birth.

**Coming Out** The process in which a person first acknowledges, accepts and appreciates their sexual orientation or gender identity and begins to share that with others.

**Cultural Competence** The ability to know one's culture and to interact effectively with people of different cultures. In a school this includes behaviors, attitudes, policies, and structures that enable educators to work effectively cross-culturally.

**Drag Queen/Drag King** A man who dresses as a woman, typically as a performance. A woman who dresses as a man, typically as a performance. This is different from transgender (see definition below).

**FTM** A term referring to a person, assigned female at birth who identifies and lives as a male. See transgender boy or man.


**Gay** A term that describes a person who is emotionally, romantically or sexually attracted to others of the same gender.

**Gender** A person's internal sense of self as male, female, both or neither (gender identity), as well as one's outward presentation and behaviors (gender expression). Gender norms vary among cultures and over time.

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[www.welcomingschools.org](http://www.welcomingschools.org)

### Age Appropriate Terminology



## Welcoming Schools

A PROJECT OF THE HUMAN RIGHTS CAMPAIGN FOUNDATION

### DEFINING LGBTQ TERMS FOR ELEMENTARY SCHOOL STUDENTS

- When children ask questions about LGBTQ words, it is sometimes best to offer simple and direct answers.
- You might choose to answer a student's question with another question to figure out what they are really asking – is it about name-calling, a classmate's two dads or something they saw on the internet. Listening first helps you respond.
- Using examples helps students understand definitions.
- Questions about LGBTQ words can provide teachable moments on topics like understanding difference and treating people with respect.
- If a student uses an LGBTQ term in a derogatory way, ask them if they know what it means. If they don't, give a short definition and explain how that term is hurtful and mean. Let them know they should not use it in that way.
- This list can serve as a starting place for educators to respond to questions about LGBTQ words. These suggested definitions can help to ensure that you feel confident in your own knowledge and ability to communicate these ideas to students.

**Ally:** A student who speaks up in the moment for someone else, comforts someone privately, or who gets help from a caring adult.

**Bisexual:** People can love other people of both genders. People get to love who they love.

**Cisgender:** A person whose gender identity is the same as their sex assigned at birth (anatomy/biology).

**Gay:** Two people of the same gender who love each other. Two men or two women.

**Gender:** It's how you feel. She, he, neither or both.

**Gender Binary:** The idea that there are two distinct and opposite genders—male and female / boy and girl. This idea is limiting and doesn't allow for the many ways that children and adults express themselves.

**Gender Expansive:** This means that here at our school children get to "like what they like." Toys are toys, hair is hair, clothes are clothes. Children can express themselves fully – to be who they are without being teased or bullied.

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[www.welcomingschools.org](http://www.welcomingschools.org)

# Gender Identity



■ **Gender Identity** is the term for the gender a person knows themselves to be in the world.

■ Gender identity is generally seen as a developmental awareness which takes place in early childhood (ages 3-7).

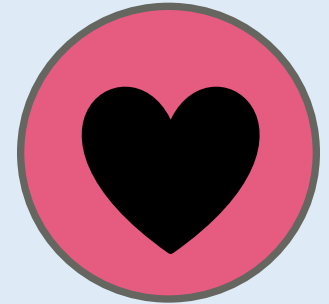
■ The two most common gender identities are boy and girl (or man and woman).

■ The organization Gender Spectrum ([genderspectrum.org](http://genderspectrum.org)) offers a great deal of education information regarding gender identity and schools.

## ■ Gender Identity Terms

- *Male*
- *Female*
- *Transgender*
- *Non-Binary*
- *Gender non-conforming*
- *Something else fits better*

# Sexual Orientation--Romantic Attraction



■ **Sexual orientation** is the umbrella term used for romantic attraction.

■ A youth can be romantically attracted to persons of the same sex, of a different sex, or of multiple sexes.

■ Romantic attraction is commonly expressed in children beginning pre-pubescent period of their lives.

■ It is commonly expressed in early crushes and later in partnering and dating activities during middle and high school.

■ Sexual Orientation

■ Romantic Attraction

– *Gay / Lesbian*

– *Straight, that is, not lesbian or gay*

– *Bisexual*

– *Pansexual*

– *Asexual*

– *Something else fits better*

# Evolution of Language

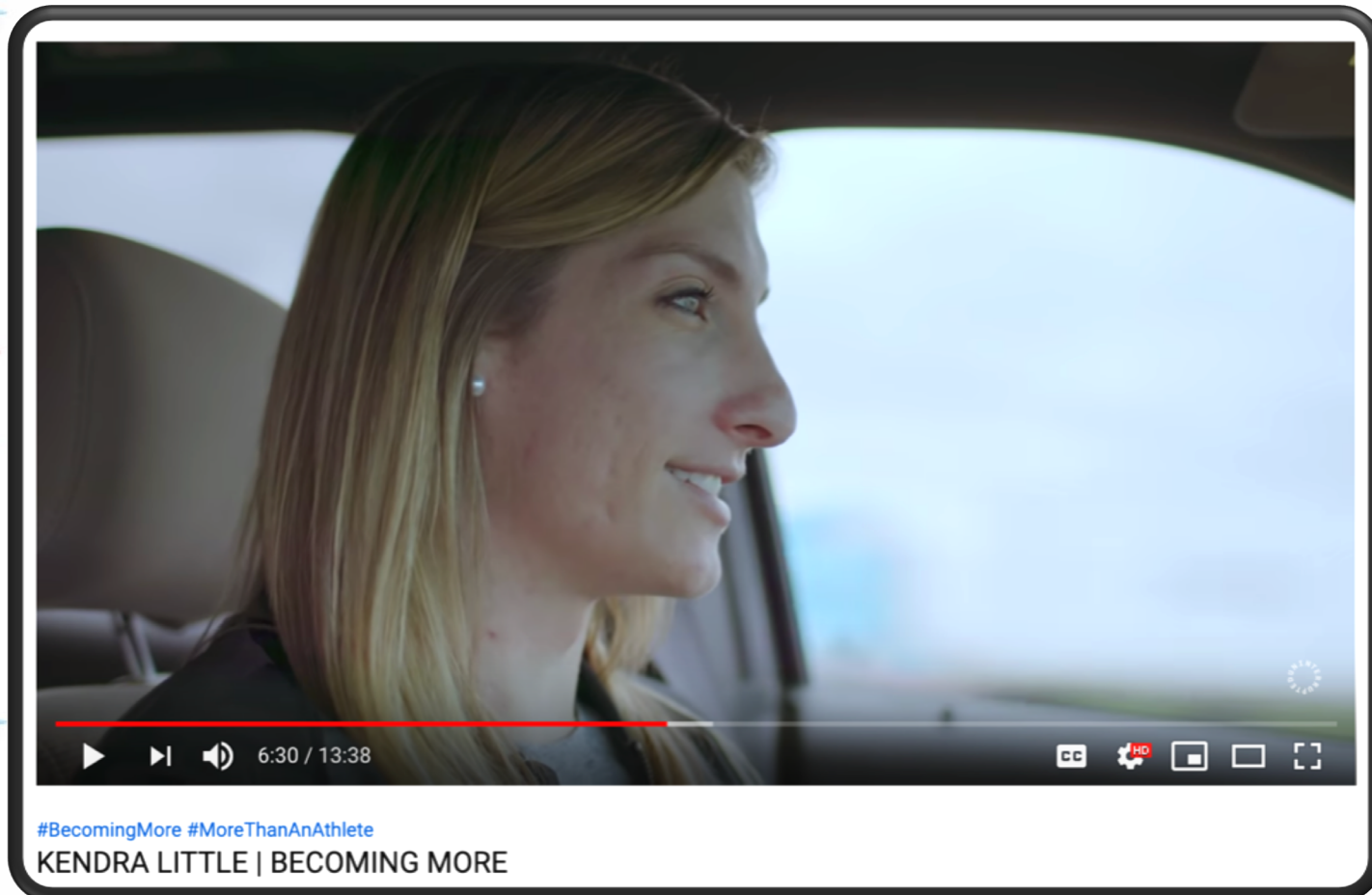
## Cisgender:

A term used to describe people who, for the most part, identify with the sex they were assigned at birth.

## Pansexual:

A person who can be attracted to any sex, gender or gender identity

# Kendra Little: Becoming More

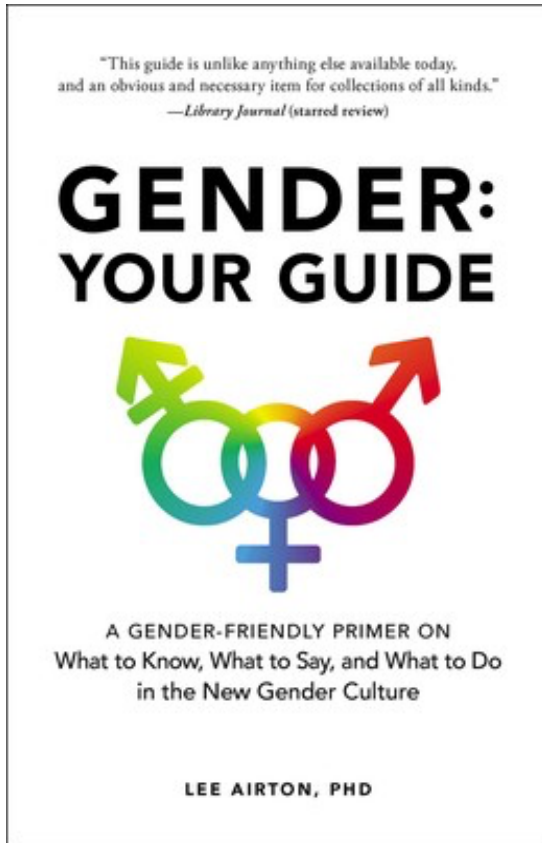


<https://www.youtube.com/watch?v=cFVbcvOUrj0&feature=youtu.be>



# Respectful and Inclusive Use of Names and Pronouns

Look to the Experts



Lee Airton

Medium | Equality

## When (& How) to Ask About Pronouns:

A Shy Enby's Guide for Cis & Trans People

Devon Price [Follow](#)  
Apr 29, 2018 · 12 min read ★



Ask the Internet for HELP



Try a read aloud renaming your favorite character. Practice.

Practice a Read Aloud using They/Them Pronouns

Where do you  
go from here:

K-W-L

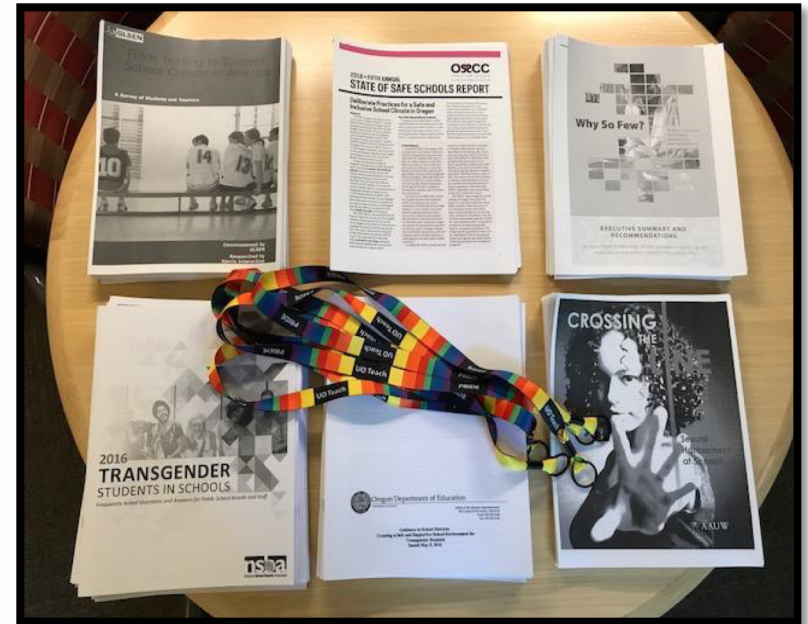
On your own

Where do we  
go from here:

Sept: EDST 627

Fall: In your methods  
courses

Winter: EDST 628





## EXIT TICKET

Full Name:

1. One take away from today:
2. One lingering question after today: