

EXPERT PANEL: GLBTQQIIAA (Gay, Lesbian, Bisexual, Transgender, Transsexual, Queer, Questioning, Intersex, Intergender, Asexual, Ally)

Chair: Tina Jacobwitz Group Members: Nadine Ball, Joel Bolling, Dan Condon, Jane Chadsey,

Danne Davis, Noreen Gelling, Angela Jaime, Jennifer Jay, Brandon Knox, Darla Linville, Maria R. Sharron-del-Rio, Wayne A. Reed, Amy Scharf, Nancy Williams

Recommendations for Future Teachers:

1. Safety:
 - a. Future teachers must be made aware of the statistics that show that GLBT students are not safe in schools. They are subjected to harassment and bullying by other students as well as teachers. A good resource for this is the GLSEN Executive Report at <http://www.glsen.org/cgi-bin/iowa/all/library/cord/2340.html?state=research&type=Research>
 - b. Teach students how to be stewards in terms of creating safe places in their schools.
2. Language:
 - a. Become familiar with the vocabulary and language of GLBT culture, e.g. queer, affectional orientation, gender fluidity, homodiscrimination, intrasex)
 - b. Become intolerant of anti-GLBT language such as —That’s so gay.□
3. Identity:

- a. Educators should trust that young people have experiences and knowledge about themselves in terms of sexuality and gender expression - and we can learn from them
- b. Pre-service teachers need to understand that sexuality (or sexual orientation) and genders are socially constructed categories.

4. History:

- a. Because current textbooks in history and social studies are unlikely to highlight GLBT history both in terms of its heroes and oppression, it is important that pre- service teachers learn this history and ways of incorporating it into their curriculums. A good place to start is at the GLSEN website: <http://www.glsen.org/cgi-bin/iowa/all/library/record/1718.html?state=tools&type=educator>

5. Educating Parents and the Community:

- a. Pre-service teachers need to understand that LGBTQ (TQIIAA) students and students with non-traditional families are within our community and, even if we think they are only a small fraction of our communities and schools, they are not expendable. We must teach them. It is a matter of social justice.

6. Policy:

- a. Future teachers should be aware of existing Safe Schools policies at the local, state and federal levels. (See <http://www.glsen.org/cgi-bin/iowa/all/involved/policy/index.html> for examples of such policies.)
- b. Future teachers should be encouraged to contact their elected officials and other policy makers to encourage them to support policies that ensure safe schools for all students.

Recommendations: What can the NNER Do to Continue and Move this Work Forward?

1. Reestablish the Equity Task Force as a permanent committee of the NNER and make the GLBTQQIIAA expert panel and the special education expert panel subcommittees of the Equity Committee. The annual equity reports could then be reviewed by the Equity Committee and these two subgroups would look at those aspects of the reports that apply to them. Co-chairs of the subgroup will be elected by the group.
2. Continue to have sessions on GLBTQQIIAA concerns
3. Educate our members so that they can educate their pre-service students. We can't assume that teacher educators have the skills, knowledge and dispositions required to accomplish the goals we have set forth above for teacher education programs.
4. Have speakers, movies, dialogue, panels
5. Collect work on the policy level that is done to create safe spaces
6. Make connections with organizations that are already doing this work
7. Bring and support experts on LGBTQIIAA to come to NNER.
8. Make connections between equity committee and other NNER groups as well as the NNER leadership.
9. Serve as a clearinghouse for resources
10. Offer sessions and pre-sessions for training

11. Have bigger/open sessions for dialogue on the program
12. Have a fair/poster session on LGBTQQIIAA
13. Walk the walk: NNER leadership is aware of, concerned about, has a commitment to and is an advocate of, LGBTQQIIAA concerns
14. Provide social spaces for LGBTQQIIAA special interest and caucus groups EXPERT PANEL: Special Education

Group Members: Bonnie Utley, Gene Edgar, Bob, Elizabeth Kozleski, Jennifer Robinson Recommendations: 1. We believe that we need to establish and maintain an NNER network dedicated to:

- a. Embedding tiered approaches to whole school renewal
- b. Developing apprenticeship systems that produce teachers who are highly skilled in developing and implementing universal designs for learning
- c. Supporting mental health
- d. Infusing technology
- e. Creating feedback systems that engage student voices in assessing what works in schools.

2. An teacher educators to study and develop the curriculum for this kind of venture.

important vehicle for this trajectory could be a year-long leadership symposium for xv

3. Further, technical assistance teams from the NNER partner sites could offer support around blending programs for special and general education.

