



LILIE, LLC Course Information

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**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: Supporting and Empowering the LGBTQ+ Student: Using SEL to Create Community

Course Description: An educator's classroom includes a diverse group of pupils, which will consist of LGBTQ+ students. Families of LGBTQ+ students expect and deserve a fair and safe learning environment for their children to learn. Educators know that in order for meaningful learning to take place, all students must feel safe and supported in the school community. This is especially true for students who identify as lesbian, gay, bisexual, or transgender, or are questioning their sexuality. Statewide legislation such as DASA and provisions under the federal law, Title IX do protect LGBTQ+ pupils, however, the true impact begins from a compassionate and informed educators that embrace SEL and cultivate brave learning spaces. As an advocate, an educator renders a tremendous difference on students who are struggling with their identities. Ultimately this course will inform educators on the diverse and powerful perspectives, experiences, struggles and needs of our LGBTQ+ students in our care as well as how to work with parents, administrators, support staff and LGBTQ+ students to promote a safe, respectful learning environment. Further, participants will discuss how to appropriately integrate critical consciousness with their students and to have that dialogue within the classroom.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

Objectives	<ul style="list-style-type: none"> • Compare and evaluate their current classroom practices models and compare them to other approaches found in current research. • Explore research and data to gain better understanding as to the importance of creating an environment best for children • Create an environment, through social emotional understanding and practices, that encourages and promotes students to share multiple perspectives in regards to all types of LGBTQ++ • Examine the benefits their role can have on their students academically, emotionally, and socially. • Understand and define differences between homosexuality, bisexuality, transgender, and intersexuality. • Become informed regarding homosexuality, bisexuality, transgender, and intersexuality based on a variety of perspectives. It is important to know that this course is to provide information, not judgment or declarative assertions regarding the above topics. Instead, to give teachers an overview of the varying perspectives, research and to be aware of such and how it may impact their students, school community and alike.
Topics	<ul style="list-style-type: none"> • What is Sexual Identity and Gender Identity? • Homosexuality, Bisexuality, Intersexuality, definition and misconceptions that may be out there that Participants should know about
Application to Instruction & Student Learning	<p>Participants will recognize the difficult challenges of LGBTQ+ students inside a 21st century classroom in direct context to their classrooms so that better understanding and acceptance can be fostered among teacher, students, and peers of the LGBTQ+ child. Research shows that all students, especially those within the LGBTQ+ community learn best in a safe and welcoming environment. We will discuss these topics to better prepare teachers and support staff in creating such environments. Students will be encouraged to share multiple perspectives within the classroom through opportunities provided within content lessons.</p>

Session II

Objectives	<ul style="list-style-type: none"> • Gain capacity to teach tolerance of LGBT students through literacy instruction • Utilize of a variety of resources to expose students to LGBTQ++ among gender and sexuality • Allow students to showcase perspectives through multiple formats • Infuse the Social and Emotional Learning concept into one’s mindset on teaching and learning • Determine how transgender, and intersexuality is evident and self-identified based on a variety of perspectives. It is important to know that this course is to provide information, not judgment or
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	declarative assertions regarding the above topics. Instead, to give participants an overview of the varying perspectives, research and to be aware of such and how it may impact their students, school community and alike.
Topics	<ul style="list-style-type: none"> Engage and reflect through a candid discussion regarding gender identity and sexual identity in adolescence Critically read and respond to each of the related articles provided for topic(s) Underscore both reflective in nature and demonstrate understanding of week's topics and implication on classroom instruction and environment throughout their postings
Application to Instruction & Student Learning	<ul style="list-style-type: none"> Apply their knowledge of the roles and behaviors of teachers to evaluate current practices and models. Plan and discuss how to incorporate current research to improve learner outcomes Engage in a candid discussion regarding gender identity and sexual identity in adolescence Expose students to a variety of resources and social situations to display LGBTQ++

Session III

Objectives	Participants will develop insights into identifying LGBT students and accordingly create a safe school environment for these students. Establishing and maintaining this environment will be facilitated by the teacher and encouraged openly with students. Participants will discuss the many factors that create a healthy, safe and effective learning environment that is inclusive of all students and how it directly affects student outcome.
Topics	<ul style="list-style-type: none"> Creating a Safe Environment for LGBT Students and Schools. "Echoes of Silence: Empathy and Making Connections through Writing Process" English Journal. "Gender and Transgender Issues in a Professional Development "Understanding and Teaching Intersex" English Journal.
Application to Instruction & Student Learning	Participants will be able to <ul style="list-style-type: none"> Assess one's current classroom environment. Create a safe classroom environment that is inclusive of all students Continue to improve on creating a safe classroom environment for their students by incorporating relevant literature that discusses the LGBT population. Expose and discuss factors in the classroom that will directly affect student outcome Apply/Evaluate Criteria for tolerant classrooms

Session IV

Objectives	<ul style="list-style-type: none"> Participants will use what their learned and have a dialogue with a former student and current LGBTQ++ activist to gain first hand insights from one affected by a classroom that is or is not sensitive to the needs of a student who identifies as LGBTQ++ . Open dialogue with an LGBTQ++ activist. Create an atmosphere of open dialogue and high interaction within the classroom community Reflection about how as educator support LGBTQ++ among gender, sexuality, etc.
Topics	<ul style="list-style-type: none"> Sexual Identify APPLICATION <u>A World Without Hate</u>: our role in creating a world not just a classroom where this is possible. Open Dialogue with an LGBTQ++ Student;
Application to Instruction & Student Learning	Participants will become familiar with creating a safe environment for the LGBT student and why this knowledge is such a vital part of the educational process, while exploring a variety of strategies and use them to improve student success and open up dialogue within the classroom environment. Once participants are comfortable with such sensitive topics, their competence in the classroom will increase because the best way to learn is to seek to be understood. The opportunity to ask questions to adults who are within the LGBTQ+

	community will allow our participants to no doubt have a unique opportunity to ask questions that will help them be better prepared when working with students within the LGBTQ+ community.
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