



Introduction

An evidence base and rationale for creating safe and affirming classrooms for LGBTQ+ youth in grades K-5.

CREATED BY

**STUDENT
ACHIEVEMENT
PARTNERS**

Introduction

Our "Why"

In our pursuit to become an anti-racist, multicultural organization, and to specify our focus on serving students who are Black and/or multilingual learners, we acknowledge that intersectionality plays a role in how students experience school and engage with instruction.

Part of our design process captured experiences of teachers across the country who are supporting LGBTQ+ students in schools as well as growing their own knowledge of LGBTQ+ histories, experiences, and perspectives. These empathy interviews led us to determine that a greater need exists for supportive instructional materials and professional learning resources for elementary school students and teachers.

In this bundle, we focus on supporting K-5 teachers in creating racially-inclusive, LGBTQ+ affirming lessons and classroom experiences. Drawing from culturally and linguistically responsive practices, this bundle is meant to serve as an entry point for teachers to deepen their own knowledge and offers resources for introducing LGBTQ+ affirming literacy and math instruction. We hope to build upon this and extend the resources to serve all K-12 students over time, so stay tuned for more! Have ideas or resources to contribute? [Share them here.](#)

To learn more specifically about the school experiences of Black and multilingual learners who identify as LGBTQ+, explore the research linked below:



[Supporting LGBTQ Youth of Color](#)



[Black and African-American LGBTQ Youth Report](#)

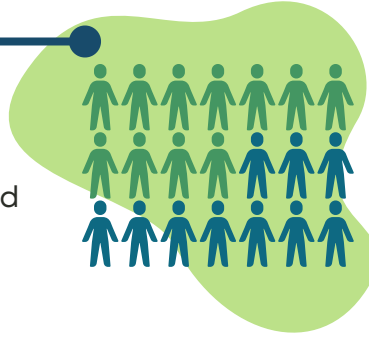
[Latinx LGBTQ Youth Report](#)

[QTBIPOC Mental Health and Well-being](#)

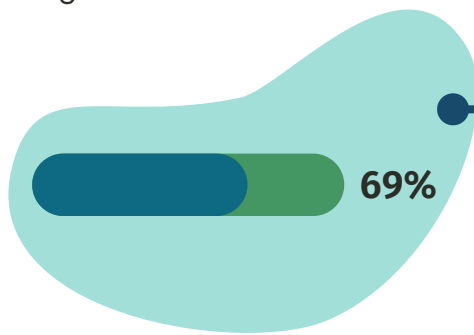
STUDENT ACHIEVEMENT PARTNERS SURVEY DATA

Survey Participants

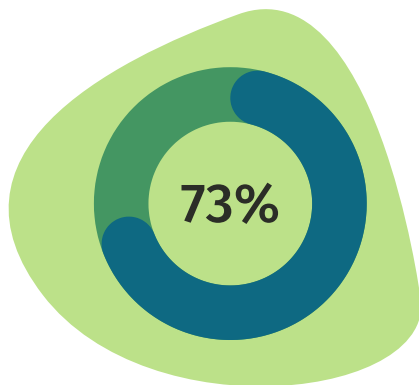
Over 100 (K-5) teachers across the country participated in our survey to understand current conditions in schools that support and/or create barriers for K-5 teachers to understand, learn, and apply an LGBTQ+ lens to their practice. 84% identified as 3rd-5th grade teachers, most of whom been teaching for 3-5 years in an urban district setting.



Guidance for protecting LGBTQ+ students, teachers, and staff



69% of K-5 teachers cited clear and accessible guidance for protecting and affirming LGBTQ+ students, teachers, and staff as a school- or district-based support; identifying protection, equality, and/or abuse/bullying policies as being in place.

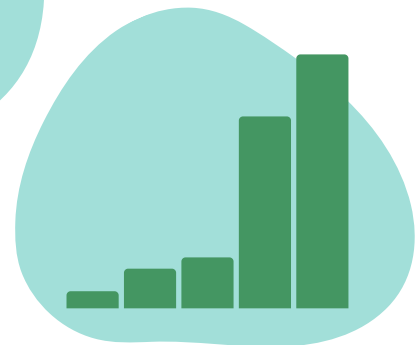


Common Set of Definitions/Language

Despite having policies in place, nearly 75% of K-5 teachers said their school did not have a common set of definitions/language in place when discussing experiences of LGBTQ+ people within the context of instruction, which often limited teachers' ability, preparedness, and/or comfort with adapting their instruction to be more inclusive of LGBTQ+ identities and experiences.

Openly Identify

K-5 teachers noted that as many as **50** students and families in their school openly identify as LGBTQ+.



LGBTQ+ Affirming Supports

K-5 teachers identified various supports in place at their school including **3%** having gender-inclusive bathrooms, **7%** having administrative support, **10%** having a Gay Straight Alliance, **34%** having inclusive curriculum materials, and **45%** having parent and family education around LGBTQ+ inclusion.

STUDENT ACHIEVEMENT PARTNERS SURVEY DATA

What K-5 Teachers Want & Need

The survey asked (100) K-5 teachers to reflect on their personal preparedness and opportunities to adapt their curriculums to be more LGBTQ+ inclusive. Ultimately, **professional learning** and **instructional resources** were cited as the most urgent needs.

Preparedness

90% of the teachers surveyed said they feel comfortable and/or prepared to use LGBTQ+ affirming instructional materials in their practice, but want more comprehensive professional learning sessions to adapt their instructional materials and practice more consistently.

PL, 52%

Policies, 41%

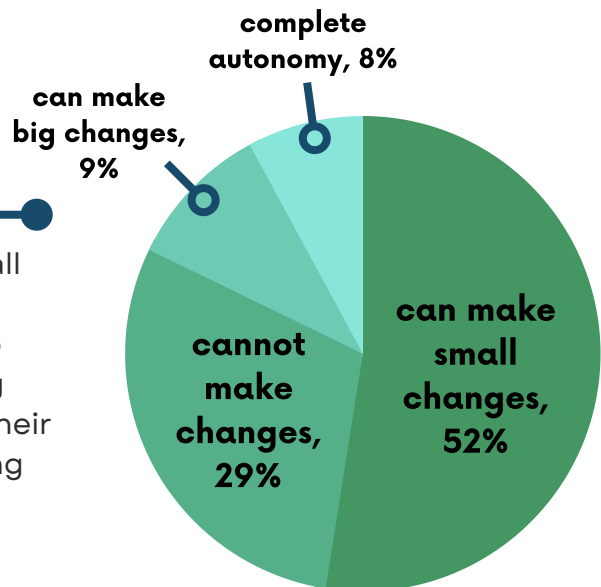
Community, 38%

Coaching, 37%

Adapting Instructional Materials

Two thirds of the teachers surveyed said they do not modify or substitute instructional materials to be more inclusive of LGBTQ+ experiences citing a lack of professional learning and fear of family pushback as major barriers in being able to do so. The content they currently use mostly features LGBTQ+ characters in tasks and/or texts, but is often not the focus.

66%



Opportunity

The teachers surveyed said they are able to make small changes to their curriculum, like shifting language of essential questions and adding activities and often do this individually and/or with their grade-level teaching team. Other ways K-5 teachers make adaptations to their materials include diversifying text, updating or deleting language, highlighting and discussing LGBTQ+ issues, and incorporating symbolic representations in their classrooms and materials.

RELATED RESEARCH

"Playgrounds and Prejudice: Elementary School Climate in the United States" (2012) is foundational national elementary school-based research focuses on K-5 educators and school experiences of K-5 students who identify within the LGBTQ+ community.



"Elementary Teachers' Experiences with LGBTQ-inclusive Education: Addressing Fears with Knowledge to Improve Confidence and Practices" (2019) is a study that discusses the ways LGBTQ+ content is being integrated into PK-5 classrooms and the challenges and supports teachers experienced when introducing LGBTQ-related content or engaging in other visibility efforts and activities.



HAVE FEEDBACK?
SHARE YOUR IDEAS, FEEDBACK, AND
QUESTIONS [HERE](#)