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## Coming Out about Pre-service Teachers: Knowledge and Attitudes of Pre-service Teacher Toward Lesbian, Gay and Bisexual People

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# **Coming Out about Pre-service Teachers**

Knowledge and Attitudes of Pre-  
Service Teachers Toward Lesbian,  
Gay, and Bisexual People

By Casey M. Halcro  
MS Education Candidate



# Commission on Teacher Credentialing

## **Category C: Preparation to Teach All Students in California Schools**

### **Standard 9: Equity, Diversity and Access to the Curriculum for All Children**

Candidates examine principles of educational equity, diversity, cultural and linguistic responsiveness and their implementation in curriculum content and school practices for all students.

Candidates provide all students equitable access to the core curriculum and all aspects of the school community. The program provides opportunities for candidates to learn how to maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family backgrounds; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.

Candidates are prepared to effectively teach diverse students by increasing candidates' knowledge and understanding of the background experiences, home languages, skills and abilities of student populations; and by teaching them to apply appropriate pedagogical practices informed by sound theory and research that provide access to the core curriculum and lead to high achievement for all students.

Candidates study and discuss the historical and cultural traditions of the cultural and ethnic groups in California society, and examine effective ways to include cultural traditions and community values and resources in the instructional program of a classroom.

Candidates develop the ability to recognize and eliminate bias in order to create an equitable classroom community that contributes to the physical, social, emotional, and intellectual safety of all students. The program includes a series of planned experiences in which candidates learn to identify, analyze, and minimize personal and institutional bias.

# What drew me to the topic

- 55.5% of LGBT students felt unsafe at school because of their sexual orientation
- 37.8% felt unsafe at school because of their gender expression
- 30.3% of LGBT students missed at least one entire day of school in the past month because they felt unsafe or uncomfortable
- Over a tenth (10.6%) missed four or more days in the past month because they felt unsafe or uncomfortable
- 71.4% of LGBT students heard “gay” used in a negative way (e.g., “that’s so gay”) frequently or often at school
- 90.8% reported that they felt distressed because of negative language (e.g., “that’s so gay”)
- 64.5% heard other homophobic remarks (e.g., “dyke” or “faggot”) frequently or often
- 51.4% of students reported hearing homophobic remarks from their teachers or other school staff
- 74.1% of LGBT students were verbally harassed (e.g., called names or threatened) in the past year because of their sexual orientation and 55.2% because of their gender expression
- 36.2% were physically harassed (e.g., pushed or shoved) in the past year because of their sexual orientation and 22.7% because of their gender expression
- 16.5% were physically assaulted (e.g., punched, kicked, injured with a weapon) in the past year because of their sexual orientation and 11.4% because of their gender expression
- 49.0% of LGBT students experienced electronic harassment in the past year (e.g., via text messages or postings on Facebook), often known as cyberbullying
- 56.7% of LGBT students who were harassed or assaulted in school did not report the incident to school staff, most commonly because they doubted that effective intervention would occur or the situation could become worse if reported
- 61.6% of the students who did report an incident said that school staff did nothing in response.

Kosciw, Gretyak, Palmer, and Boesen (2014)

GLSEN School Climate Study



Faggot, Dyke, No Homo

[Faggot, Dyke, No Homo](#)



# Matthew Shepard



# Lawrence King



# Carl Walker-Hoover

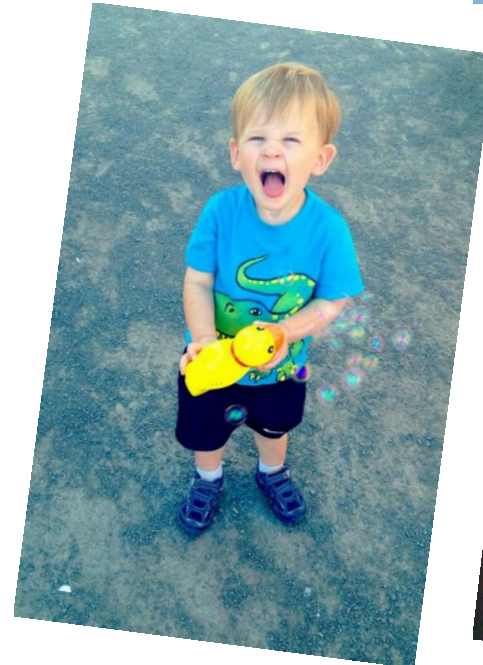




# Jamey Rodemeyer



# People I love and their kids



# Theoretical Rationale

- Multi-cultural pedagogy
  - “the regular curriculum includes a range of cultural perspectives” (Ladson-Billings, 1994)
- Culturally responsive pedagogy
  - “the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them” (Gay, 2000)
- Queer theory
  - “Queer theory challenges either/or, essentialist notions of homosexuality and heterosexuality within the mainstream discourse and instead posits an understanding of sexuality that emphasizes shifting boundaries, ambivalences, and cultural constructions that change depending on historical and cultural context” (Goldberg, 2007)
- Intersectionality
  - the theory of how different types of discrimination interact (Crenshaw, 2014)



# What does the literature say?

- Normativity
  - Heteronormativity
- Oppression
  - Hetero-oppression
- Privilege
  - Hetero-privilege



# Research Questions

- What knowledge and attitudes do pre-service teacher credential candidates have about lesbian, gay, and bisexual people?
- Does gender affect attitudes toward and knowledge of lesbian, gay, and bisexual people?
- Does race affect attitudes toward and knowledge of lesbian, gay, and bisexual people?

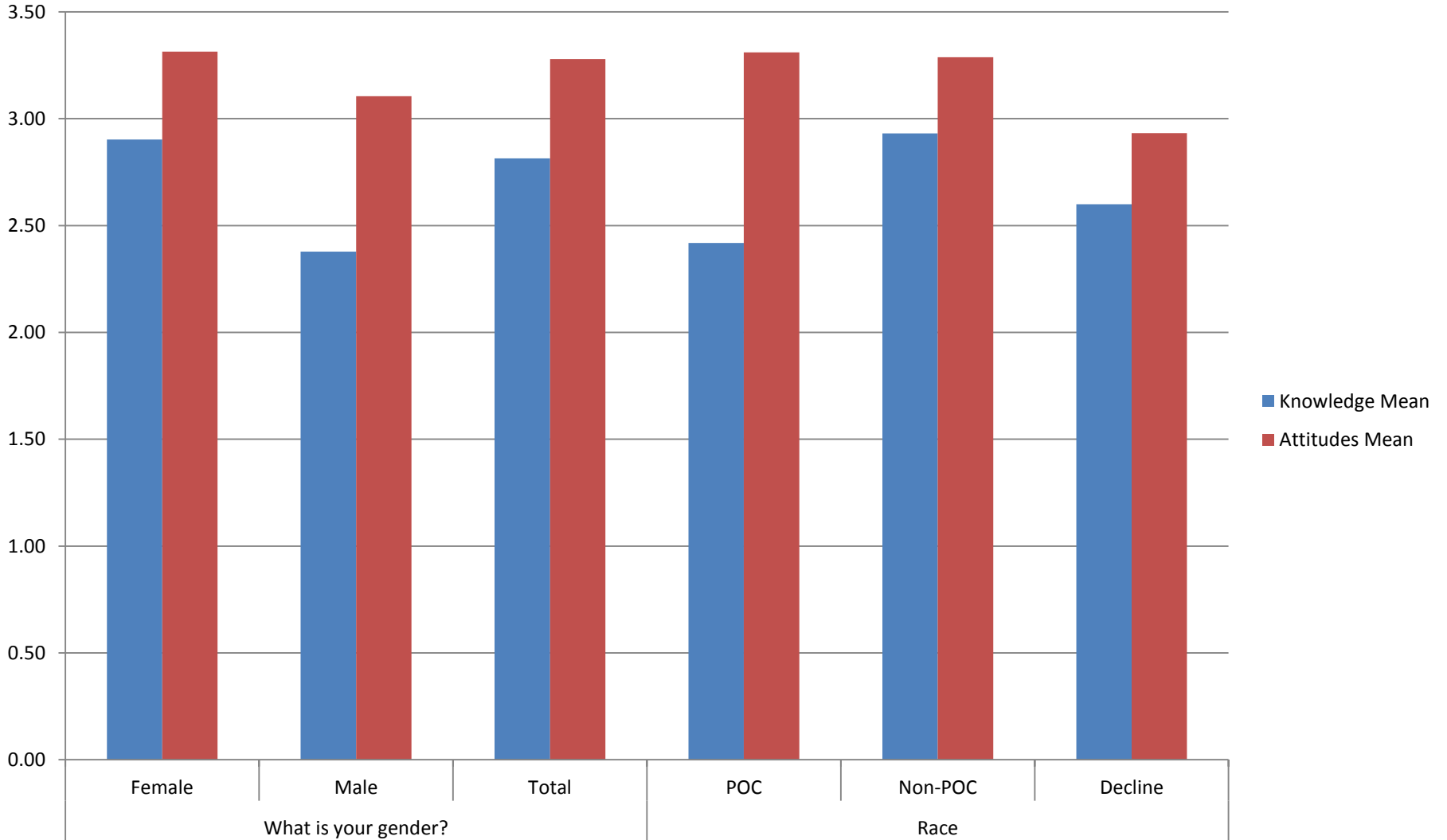


# Methodology

- With permission, I visited teacher preparation classes and asked the students (pre-service teachers) and solicited participants for my research in person.
- The students who agreed to participate were emailed a link to an online survey to ensure anonymity of research participants.
- The survey was a validated instrument that consisted of 28 questions regarding knowledge and attitudes toward lesbian, gay, and bisexual people. (Dillon & Worthington, 2013).



# Initial Findings



# Initial Analysis

- The CTC Mandate
- Positive Attitudes/Lacking in knowledge





# Preliminary Conclusions

- Opportunity



# Thank you



- Thank you to Dr. Madalienne Peters and Dr. Suresh Appavoo, who have given me countless hours, assistance, and cheerleading.