



2019 SMTE Conference

# Queer Competencies

Incorporating LGBTQ Identity in  
Music Teacher Preparation

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# NC's HB2 and HB142

- HB2 was repealed in 2017 and replaced by HB142.
- HB142 restricts local governments from protecting LGBTQ+ people in workplaces and public accommodations.
- Many colleagues were prevented from attending SMTE because of this law.

GENERAL ASSEMBLY OF NORTH CAROLINA  
SESSION 2017

SESSION LAW 2017-4  
HOUSE BILL 142

AN ACT TO RESET S.L. 2016-3.

The General Assembly of North Carolina enacts:

**SECTION 1.** S.L. 2016-3 and S.L. 2016-99 are repealed.

**SECTION 2.** Chapter 143 of the General Statutes is amended by adding a new Article to read:

"Article 81A.

"Preemption of Regulation of Access to Multiple Occupancy Restrooms.


**"§ 143-760. Preemption of regulation of access to multiple occupancy restrooms, showers, or changing facilities.**

State agencies, boards, offices, departments, institutions, branches of government, including The University of North Carolina and the North Carolina Community College System, and political subdivisions of the State, including local boards of education, are preempted from regulation of access to multiple occupancy restrooms, showers, or changing facilities, except in accordance with an act of the General Assembly."


**SECTION 3.** No local government in this State may enact or amend an ordinance regulating private employment practices or regulating public accommodations.

**SECTION 4.** This act is effective when it becomes law. Section 3 of this act expires on December 1, 2020.

In the General Assembly read three times and ratified this the 30<sup>th</sup> day of March, 2017.

A decorative graphic on the left side of the slide, consisting of several overlapping, curved bands of color in a rainbow spectrum: yellow, orange, red, purple, and blue.


**Our student teachers are**  
***going to teach***  
**LGBTQ students.**



Student attitudes toward issues of gender and sexuality are directly influenced by teacher attitudes.

Male singers in high school choirs expressed more progressive views of masculinity and sexual diversity when the teacher modeled such behavior

(Ramsey, 2013)



When surveyed, in-service music teachers appear comfortable with LGBTQ+ people generally but are not demonstrating that in their classrooms.

(Garrett & Spano, 2017)

**Table 3.** Inclusion strategies and summaries of frequencies (percentages in parentheses), median scores, and inter-quartile ranges of responses indicating personal comfort levels.

Strategy	Responses (N = 300)					Mdn	IQR
	1	2	3	4	5		
I am supportive of LGBTQ issues in my classroom.	44 (14.7)	4 (1.3)	30 (10.0)	99 (33.0)	123 (41.0)	4	3, 5
I am supportive of LGBTQ individuals in my classroom.	17 (5.7)	5 (1.7)	15 (5.0)	54 (18.0)	209 (69.7)	5	4, 5
I work to decrease prejudicial attitudes toward LGBTQ individuals in my classroom.	37 (12.3)	6 (2.0)	12 (4.0)	70 (23.3)	175 (58.3)	5	4, 5
I discourage the use of anti-marginalizing LGBTQ language.	2 (0.7)	3 (1.0)	3 (1.0)	28 (9.3)	264 (88.0)	5	5, 5
I discuss LGBTQ issues with my students.	169 (56.3)	2 (0.7)	21 (7.0)	41 (13.7)	67 (22.3)	1	1, 4
I express disapproval when inappropriate remarks are made about LGBTQ individuals.	3 (1.0)	3 (1.0)	10 (3.3)	42 (14.0)	242 (80.7)	5	5, 5
I express disapproval when students joke about LGBTQ individuals.	5 (1.7)	2 (0.7)	5 (1.7)	45 (15.0)	243 (81.0)	5	5, 5
I include LGBTQ topics and themes in my curriculum.	262 (87.3)	1 (0.3)	3 (1.0)	17 (5.7)	17 (5.7)	1	1, 1
I use gender-neutral language to include all sexual identities.	130 (43.3)	1 (0.3)	2 (0.7)	40 (13.3)	127 (42.3)	4	1, 5
I promote LGBTQ awareness in my school.	223 (74.3)	2 (0.7)	1 (0.3)	25 (8.3)	49 (16.3)	1	1, 2.75

*Note.* Response key: 1 = “No, I do not do this”. 2 = “Yes, I do this and when I do, I feel very uncomfortable”. 3 = “Yes, I do this and when I do, I feel somewhat uncomfortable”. 4 = “Yes, I do this and when I do, I feel somewhat comfortable”. 5 = “Yes, I do this and when I do, I feel very comfortable”.

# Teachers Need Preparation

- Teachers appear to be unprepared to address anti-LGBTQ harassment in classrooms

(Palkki & Caldwell 2018)

- LGBTQ issues *appear* seldom addressed in teacher education or professional development; pre-service teachers have demonstrated prejudicial language

(Kitchen and Bellini, 2012)

- Articles written about LGBTQ issues in K-12 schools is produced by university instructors, while unsupportive response letters were contributed by K-12 educators

(Freer, 2013)



# Today's LGBTQ student needs

- Current efforts tend to focus on the “emotional and physical safety paradigm” – the victim model

(Szalacha, 2004, p. 69)

- Undergraduate students today are likely to have had out LGBTQ friends in high school





# **Our Ethical Responsibility**

Teacher preparation programs must adequately prepare preservice teachers to provide culturally competent instruction for all identities, including sexual diversity.

(Szalacha, 2004)

Improving representation in  
curricula means authentically  
embedding LGBTQ identity in  
discussions at every stage of  
training



# **(Queer) Competencies**

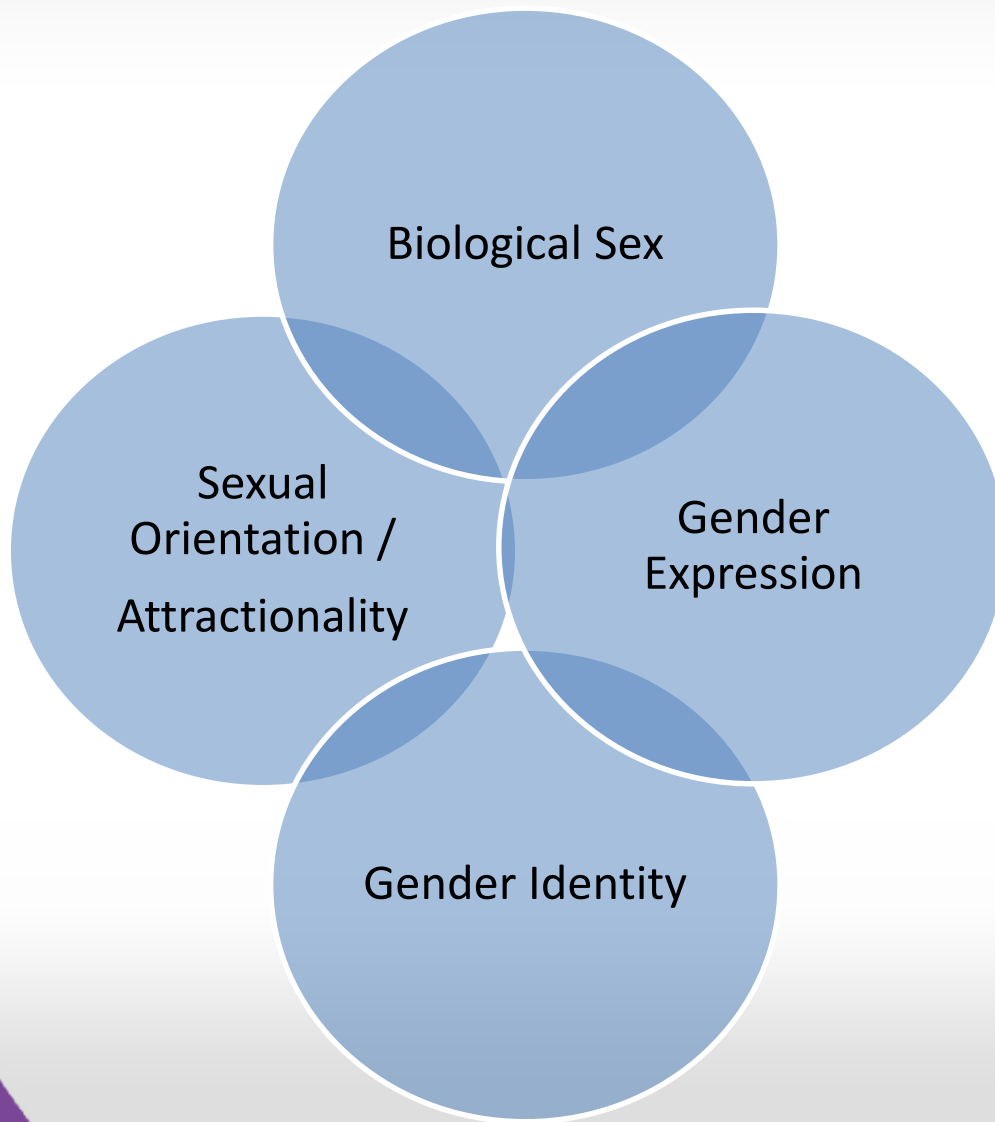
1. Gender Diverse Vocabulary
2. Curricular Suggestions
3. Context of current policies

(Palkki & Sauerland, 2018)



# **GENDER DIVERSE VOCABULARY** | [1]

# The basics of sexual difference



## Some commonly used terms:

LG – Lesbian and Gay

B - Bisexual

T - Transgender

Q - Queer

Q - Questioning

I - Intersex

P - Pansexual

2S – Two-spirited

A - Asexual

A - Ally

(Bergonzi, Carter, & Garrett, 2016)

# Acknowledging LGBTQ Identity

- LGBTQ people exist
- Non-heterosexual relationships exist
- Non-gender binary people exist
- Non-heteronormative families exist

*Does the language we are using in our classroom discussions acknowledge these facts?*

# De-gendering Daily Language

***What words do we use when describing:***

- Family structure?
- Gender of romantic interests?
- Gender identity of unfamiliar students?

(The Safe Space Kit, 2016)

- Instruments?
- Voices parts?

(Palkki, 2015)

# De-gendering the Body

- Rather than “male” or “female” try:
  - “bodies with penises” and “bodies with uteruses”
  - “changed voices” and “unchanged voices”
- Many bodies don’t fit stereotypes about “biological sex”:
  - trans people
  - genderqueer people
  - people with intersex conditions
  - people who cannot or choose not to reproduce
  - non-trans women who have had hysterectomies
  - non-trans men who do not have testicles

(Spade, 2012)





**BOYS/GUYS/  
GIRLS/LADIES:  
Y'ALL, FOLKS,  
PEOPLE,  
GUESTS**

**BREAK THE BINARY**

**GIRLFRIEND/  
BOYFRIEND:  
PARTNER, DATE,  
DATEFRIEND,  
DATEMATE,  
BABEFRIEND, BABE,  
HEART, PERSON,  
SIGNIFICANT OTHER**

**BREAK THE BINARY**

**LADIES AND  
GENTLEMEN:  
HONORED  
GUESTS,  
DISTINGUISHED  
GUESTS**

**BREAK THE BINARY**

**GIRL/BOY/  
MAN/WOMAN:  
PERSON,  
HUMAN**

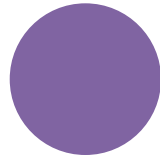
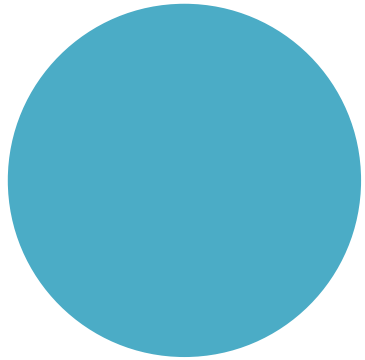
**BREAK THE BINARY**

# Adapting to new pronouns

- AP and Chicago now permit use of singular *they* in appropriate circumstances (ACES Conference 2017)
- APA allows use of singular *they* when doing so affirms an individual's identity:

**Respect people's preferences; call people what they prefer to be called. Accept that preferences change with time and that individuals within groups often disagree about the designations they prefer. Make an effort to determine what is appropriate for your situation; you may need to ask your participants which designations they prefer, particularly when preferred designations are being debated within groups.**

*(APA Publication Manual, 2010, p. 72)*



**CURRICULAR  
SUGGESTIONS**

**[2]**

# In University Settings

**"For teacher education to be inclusive, LGBTQ students and curriculum need to be present across all courses. This would include, for example, explicit attention in areas such as equity and diversity, education law, psychology, and classroom management, as well as the inclusion of queer content in all subject areas."**

(Kitchen & Bellini, 2012, p. 458)

# Start off on a good note!

- Don't call roll the first day
  - Allow students to self-identify *in writing*
  - Use a seating chart or sign-in sheet
- Explicitly establish guidelines for class that include respect for a person's preferred name and pronouns
- Explicitly identify gender-neutral bathroom options
- If you make a pronoun or name mistake, correct yourself. If a student does, correct them.

(Spade, 2012)

# Assign LGBTQ+ Related Articles

Check for updates



## The LGBTQ Component of 21st-Century Music Teacher Training: Strategies for Inclusion From the Research Literature

Matthew L. Garrett<sup>1</sup>

Update  
31(1) 55–62  
2012 National Assoc  
Music Education  
Reprints and permis  
sagepub.com/journal  
DOI: 10.1177/87551  
http://update.sagepub

### Abstract

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### Article

## “We are often invisible”: A survey on safe space for LGBTQ students in secondary school choral programs

Joshua Palkki  
California State University, Long Beach, USA

Paul Caldwell  
Seattle Women's and Men's Choruses, USA

### Abstract

This article presents data from a large-scale cross-sectional survey of LGBTQ college students reflecting on their middle and high school experiences in choral music. The quantitative data indicates that students felt safer in high school than in middle school and that a small majority

Research Studies  
201  
©  
Reprints  
sagepub.co.uk/jour  
DOI: 10.1177/13  
journals.sage

Check for updates

### Article

## Music Teachers' Attitudes Toward Transgender Students and Supportive School Practices

Jason M. Silveira<sup>1</sup> and Sarah C. Goff<sup>2</sup>

### Abstract

The purpose of this study was to measure music teachers' attitudes toward transgender individuals and toward school practices that support transgender students. Participants ( $N = 612$ ) included men and women who teach a variety of music subjects in elementary, middle, and high schools, in urban, suburban, and rural areas. An online questionnaire was distributed to participants representing 28 states



Journal of Research in Music Education  
2016, Vol. 64(2) 138–158  
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Music Education 2016  
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DOI: 10.1177/0022429416647048  
jrme.sagepub.com





# **Employ scenarios creatively**

- Role plays
- Interviews
- Push students beyond comfort zones
- Deconstruct social categories

(Scali, 2015; Stufft & Graff, 2011)



# Use Reflective Practices

- Teach pre-service teachers to examine their own biases
- Activity: ***Make it personal***
  - What is it like for students to have personal details they aren't comfortable sharing with their teachers?
  - Have students reflect on aspects of their lives they would be reluctant to share with teachers
  - Have students share and/or journal

(Stuft & Graff 2011)



# Use **REAL** Scenarios

- Be practical—“Do I know what I would do when...?”

(Bergonzi, 2014)

- Be critical of identities in scenarios and avoid “universality”: race, gender identity, attractionality, socio-economic class, etc.
- Seek advice from community members. The knowledge needed is already in the daily practice of successful individuals.

(Cochran-Smith & Lytle, 1999)

# Gender Identity Discussion Handout

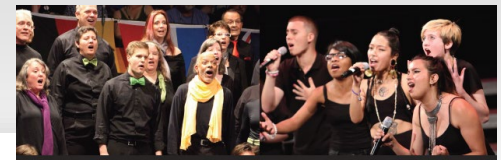
## Instructions

For each of the scenarios below:

- ✓ Identify the issue/s surrounding equity, access and belonging present in this scenario.
- ✓ Reflect on how this situation may, or may not, be present in your own chorus.
- ✓ Brainstorm a range of possible responses to the scenario. In your chorus, whose speak up and challenge, or support, the issue presented?
- ✓ Record your conversations and responses for reporting back to the larger group.

## Scenarios for Discussion

1. The chorus Attire Committee for a TTBB chorus announces that the December holiday concert uniform is a tuxedo to ensure that no one is “distracting.” Two members of the bass section are trans women.
2. A trans woman with a baritone range auditions to join the Femina Voce Women’s Chorus. She has a strong voice and reads music well. Her range is solid for most, but not all, of the A2 range. A woman on the Membership Committee tells her, “I have no idea if trans women can sing with us.”
3. The chorus director refers to “ladies and gentlemen” during rehearsals rather than identifying sections by voice part because “there aren’t any trans people here.”
4. The director of the Harmonious LGBT Chorus is approached by a trans woman who requests to move to the alto section because singing as a bass does not match her gender identity.



## A New Harmony

Equity, Access, Belonging

A Workbook for GALA Choruses



GALA Open Table Committee. (2019). *A New Harmony: Equity, Access and Belonging, A Workbook for GALA Choruses* (W. Southerland, Ed.). GALA Choruses.

# Examples from Choral Methods

How are voices classified?

- Range
- Timbre / Tone
- Dynamic range
- Sight-reading ability
- Age
- Gender

Which of these  
are useful ways  
to classify  
voices?

Which of these  
are not?

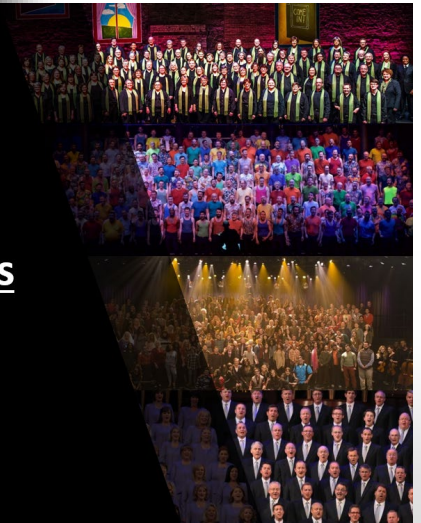
Samples of adult



Can you  
tell which  
is which?



Which of  
these sounds  
better?




# K-12 LGBTQ+ Content

A rural ELA teacher:

**“I am fairly certain that using literature with LGBT themes would upset many parents, and potentially cause me to lose my job. It is one of the reasons I feel a little uncomfortable in this district; I believe that curriculum should address these voices instead of silencing them, but I'm not sure I'm brave enough to deal with 90% of my students' parents.”**

(Page 2017, p. 8)



LGBTQ content in curricula has  
been well received by both  
students and parents.

(Stuftt & Graff, 2011)


# Include and acknowledge repertoire with LGBTQ composers and themes.

(Stufft & Graff, 2011)

- Neil Amin-Smith
- Billie Joe Armstrong
- Azealia Banks
- Samuel Barber
- Ludwig Beethoven
- Leonard Bernstein
- David Bowie
- Benjamin Britten
- John Cage
- Wendy Carlos
- Frederic Chopin
- Aaron Copland
- Arcangelo Corelli
- Miley Cyrus
- David Daniels
- G.F. Handel
- Lou Harrison
- Vladimir Horowitz
- Elton John
- Janis Joplin
- John Kander
- Lady Gaga
- Laura Jane Grace
- Steve Grand
- Jennifer Higdon
- Andrew Lippa
- Jean-Baptiste Lully
- Barry Manilow
- Ricky Martin
- Gian Carlo Menotti
- Freddie Mercury
- George Michael
- Pauline Oliveros
- Owen Pallett
- Daniel Pinkham
- Cole Porter
- Francis Poulenc
- Ned Rorem
- Camille Saint-Saens
- Franz Schubert
- Sia
- Ethel Smyth
- Stephen Sondheim
- Pyotr Tchaikovsky
- Virgil Thomson
- Michael Tippett
- Rufus Wainwright

# Critically Evaluate Repertoire

Teach to student to be critical of repertoire texts



1. Whis - tle, daugh - ter, whis - tle and you shall have a cow.  
2. I can't whis - tle moth - er be - cause I don't know how.  
3. Whis - tle, daugh - ter, whis - tle and you shall have a man.  
4. Whis - tle, moth - er, whis - tle, I just found out I can.

Old woman, old woman,  
Are you fond of cooking?  
Speak a little louder, sir,  
I'm very hard of hearing.

Old woman, old woman,  
Are you fond of sewing?  
Speak a little louder, sir,  
I'm very hard of hearing.

Old woman, old woman,  
Will you darn my stocking?  
Speak a little louder, sir,  
I'm very hard of hearing.

Old woman, old woman,  
Will you let me court you?  
Speak a little louder, sir,  
I just begin to hear you.

Old woman, old woman,  
Don't you want to marry me?  
Oh, my goodness gracious me,  
I think that now I hear you.



# Using LGBTQ+ Literature

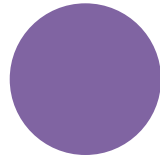
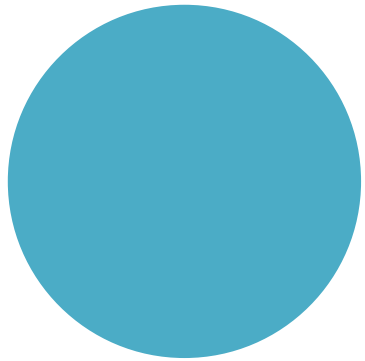
Teach song-story improvisation using books with non-binary and non-heteronormative characters:

- And Tango Makes Three (Richardson and Parnell)
- Red: A Crayon's Story (Hall)
- I Am Jazz (Herthel and Jennings)
- 10,000 Dresses (Ewert)
- Julian is a Mermaid (Love)
- Introducing Teddy: A Story about Being Yourself (Walton)



# Incorporating LGBTQ+ Performances





# **CONTEXT OF CURRENT POLICIES** | **[3]**



# Address gender variation in **ensemble names and identities.**

Where do trans folks fit in  
“men’s” and “women’s” choruses?

(Rastin, 2016)



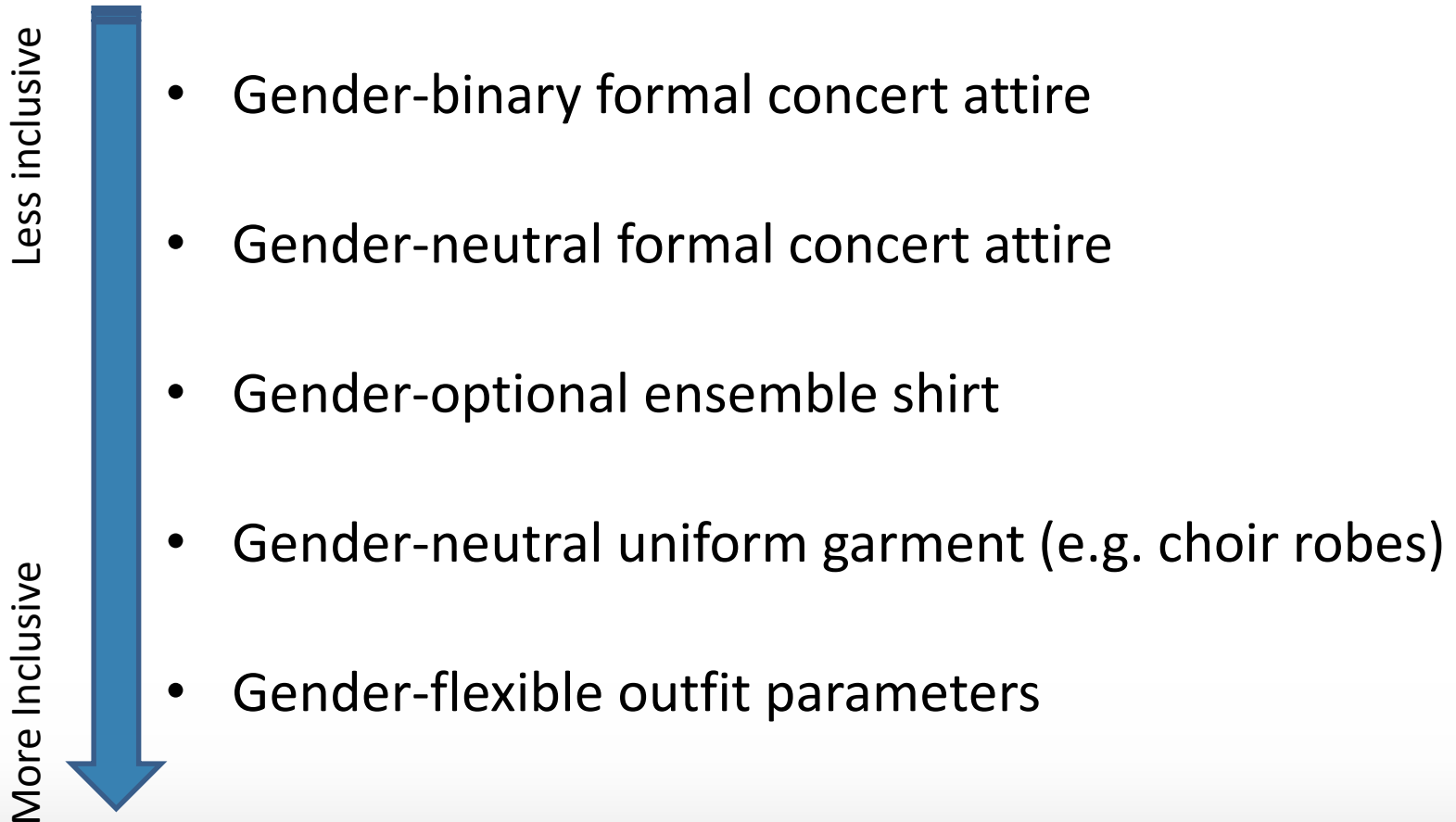
**Address gender variation in your  
uniforms and dress codes.**

**Who are you excluding?**

**Does binary appearance improve performance?**

(Rastin, 2016; Blaisdell, 2018)

# Dress Code Possibilities



(Blaisdell, 2016)

# Conclusion

Queer competent instruction means:

1. Making ***explicit, intentional*** choices to affirm identity every day, class period
2. Including LGBTQ+ identity in all applicable discussions
3. Providing LGBTQ+ related content resources in all content areas
4. Recognizing heteronormative, cis-normative bias and finding more inclusive possibilities



# **Questions and Comments**

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