

**Visions Week 2:
Improving School Climate for LGBTQ+ PK-12 Students**

October 19, 2021

Video Transcript

Notes: Transcript created through Zoom transcription service. Please let us know if something needs to be fixed

1

00:07:42.330 --> 00:07:43.950

Brandie Waid: Oh, I can tell that.

2

00:07:44.010 --> 00:07:47.640

Brandie Waid: There is a quick seven minutes job and come right back.

3

00:07:50.790 --> 00:08:02.550

Brandie Waid: Anyone from Room one which is a group of three want to share any thoughts, they all talked about or thoughts about like that came up or thoughts about how to improve the climate.

4

00:08:14.640 --> 00:08:16.380

Brandie Waid: nominate one of the Members.

5

00:08:28.380 --> 00:08:37.140

Kyle (he/him/el): So we mostly talked about the differences in our States, and in our state's Hawaii didn't participate so.

6

00:08:38.910 --> 00:08:44.700

Kyle (he/him/el): Do we just sort of gave us his own snapshot of their schools.

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00:08:45.990 --> 00:08:51.660

Kyle (he/him/el): Since I work in Wisconsin but live in Minnesota I talked about both those States.

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00:08:53.250 --> 00:09:06.540

Kyle (he/him/el): We talked about the fact that when states are more blue like California and Hawaii are it seems like students, maybe have better experiences there, but nobody is really having a great experience.

9

00:09:11.850 --> 00:09:12.750

Brandie Waid: Thanks for sharing so.

10

00:09:14.490 --> 00:09:18.390

Brandie Waid: anyone else does anyone else from group one want to add to that.

11

00:09:19.590 --> 00:09:20.340

Brandie Waid: would be good to.

12

00:09:29.460 --> 00:09:31.200

Dewey Gottlieb (he/him): Talk to Paul did a great job thanks.

13

00:09:34.380 --> 00:09:45.030

Dewey Gottlieb (he/him): But we were just comparing the reports across California and Wisconsin Minnesota and mostly just looking at the instances, and some of the recommendations.

14

00:09:46.260 --> 00:09:48.210

Dewey Gottlieb (he/him): And one thing I thought was was kind of interesting.

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00:09:49.320 --> 00:09:59.580

Dewey Gottlieb (he/him): kyle mentioned that, even though the experiences reported by students and Minnesota and Wisconsin were different, it seemed like the know the recommendations were fairly similar.

16

00:09:59.790 --> 00:10:00.840

Brandie Waid: about what would they can move.

17

00:10:01.170 --> 00:10:03.660

Dewey Gottlieb (he/him): You to provide more support so that's my.

18

00:10:04.230 --> 00:10:05.160

recommendation.

19

00:10:06.540 --> 00:10:07.170

Brandie Waid: If you don't mind.

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00:10:08.910 --> 00:10:10.560

Brandie Waid: But really like recommendations.

21

00:10:10.590 --> 00:10:14.910

Brandie Waid: For Minnesota and Wisconsin and how are they different from California.

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00:10:16.770 --> 00:10:24.840

Kyle (he/him/el): So in both Minnesota and Wisconsin it was implement inclusive policies support G essays.

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00:10:25.950 --> 00:10:38.850

Kyle (he/him/el): Provide PD for faculty and staff, both the staff, especially need to be included in the PDA and increase student access to the things they need like.

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00:10:39.960 --> 00:10:50.790

Kyle (he/him/el): A non gender neutral gender neutral bathrooms was a highlight both states were like only you know, fewer than 15% of students have access to.

25

00:10:51.600 --> 00:11:01.140

Kyle (he/him/el): gender neutral bathrooms and changing spaces and those kinds of things, I did not look at the list for California so i'm not positive but it's exactly the same.

26

00:11:03.870 --> 00:11:05.190

Brandie Waid: that's good did you notice any.

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00:11:07.440 --> 00:11:09.390

Brandie Waid: specifics on the California and I were different.

28

00:11:13.170 --> 00:11:15.420

Jessica Lee: We really get around to comparing.

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00:11:16.680 --> 00:11:23.850

Brandie Waid: that's okay i'm just wondering bad I mean those are pretty standard by California already have some of those things in place so that makes sense.

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00:11:26.610 --> 00:11:30.810

Brandie Waid: Core that Kevin and that's what one of y'all want to share.

31

00:11:35.580 --> 00:11:50.010

Kevin Dykema: I think we were we were both surprised shocked disappointed at how high the percent is where that that we both talked about him, you seem to have been a greater focus and making.

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00:11:50.010 --> 00:11:50.850

Kevin Dykema: It safe.

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00:11:50.880 --> 00:11:57.720

Kevin Dykema: For for each and every student and clearly the data showing that that's not safe for our students.

34

00:11:58.680 --> 00:12:10.410

Kevin Dykema: And there's just a ton of work to be done, stolen, and it was a it was a little deflated for both was, I think, to look at the data and realize Oh, my goodness, how bad is it for for some of our students.

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00:12:12.540 --> 00:12:14.370

Brandie Waid: yeah i'm curious What did you look at.

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00:12:15.000 --> 00:12:15.900

Brandie Waid: That and.

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00:12:17.490 --> 00:12:18.840

Brandie Waid: Then you pick a state or city.

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00:12:19.980 --> 00:12:20.580

Brandie Waid: Like generally.

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00:12:21.300 --> 00:12:28.800

Kevin Dykema: Yes, so we would in Canada and higher than the Michigan there was no we just the words that they're hearing the.

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00:12:29.190 --> 00:12:36.600

Kevin Dykema: You know gay and we both said, you know we thought that that as a society we sort of move past using that word for whatever and.

41

00:12:37.050 --> 00:12:51.540

Kevin Dykema: And I think anytime you hear that word and my colleagues to that word we tell the students no not appropriate and and yet it's still happening all the time, and you know I love stuff share the the physical violence that she had that she saw in Canada, which floored me there too.

42

00:12:52.080 --> 00:12:53.040

Brandie Waid: yeah that's what.

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00:12:55.140 --> 00:13:04.530

Steph (She/her; treaty 6): I looked at, Canada, I don't think Canada has broken down by province, but so for sexual violence 49%.

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00:13:05.850 --> 00:13:09.780

Steph (She/her; treaty 6): A lot of the percentages across the board there like 50 or over.

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00:13:11.220 --> 00:13:12.300

Steph (She/her; treaty 6): which I find.

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00:13:12.360 --> 00:13:13.590

Brandie Waid: Like pretty astonishing.

47

00:13:13.620 --> 00:13:33.960

Steph (She/her; treaty 6): You know, considering and and yeah like I was telling Kevin I don't mean to hate, on my own province, or anything but I feel like Alberta is probably the least progressive of all the provinces so It concerns me that if that's the average what are my students experiencing as school yeah.

48

00:13:34.800 --> 00:13:35.370

Brandie Waid: That makes us.

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00:13:39.270 --> 00:13:43.920

Brandie Waid: There, what was the name of the data source, but Canada us, let us for Canada.

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00:13:44.790 --> 00:13:46.410

Steph (She/her; treaty 6): It was from.

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00:13:47.880 --> 00:14:00.210

Steph (She/her; treaty 6): This brilliant period, he oh gosh I don't know how okay I Gal a gale EG AE I E and I can put the PDF in the comments here.

52

00:14:00.390 --> 00:14:04.290

Brandie Waid: Oh cool yeah I meant to look that up for you, but i'm glad you found it.

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00:14:07.980 --> 00:14:10.050

Brandie Waid: And that'll be good to have for future reference.

54

00:14:11.580 --> 00:14:15.120

Brandie Waid: Opening so I can look at it later, so thank you.

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00:14:16.200 --> 00:14:17.670

Brandie Waid: i'm cool.

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00:14:17.940 --> 00:14:18.540

Steph (She/her; treaty 6): well.

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00:14:19.050 --> 00:14:21.060

Brandie Waid: I mean, some of the things that.

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00:14:21.150 --> 00:14:23.100

Brandie Waid: You know, it is very surprising.

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00:14:24.990 --> 00:14:39.690

Brandie Waid: That, I think, for many that there's still so much progress that needs to be made, and some of those things that you were saying kyle and do we about like how they were similar for recommendations for.

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00:14:41.370 --> 00:14:52.110

Brandie Waid: Wisconsin and Minnesota I mean they're pretty standard recommendations to make faces in schools, might be secure cost increases.

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00:14:52.890 --> 00:15:00.630

Brandie Waid: Like, for example, GSA have been Sam just like even the presence of a GSA it doesn't even have to have many people in it.

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00:15:01.140 --> 00:15:22.920

Brandie Waid: But the mere presence of the GSA GSA has been town to create less hostile environments for LGBT Q plus students and just you know more acceptance and increasing cool safety anti bullying policies have been found helpful except sometimes pools take that to be.

63

00:15:24.420 --> 00:15:27.300

Brandie Waid: A little too far to zero tolerance policies.

64

00:15:28.650 --> 00:15:48.240

Brandie Waid: Which is like there's zero tolerance for you know any kind of bullying which the reason that it usually ends up getting taken too far, is because those zero tolerance policies often end up with the LGBT Q cross student being disciplined and or the.

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00:15:50.040 --> 00:16:02.430

Brandie Waid: Students of color being disproportionately disciplined so like also finding some nuance between the anti bullying policies and zero tolerance discipline policies is important.

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00:16:03.180 --> 00:16:09.780

Brandie Waid: For those reasons and non discrimination policies have been found helpful revalue reevaluating dress code.

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00:16:10.290 --> 00:16:16.680

Brandie Waid: And a lot of times, especially like as of late, we see a lot of headlines coming out where students have been.

68

00:16:17.160 --> 00:16:29.730

Brandie Waid: suspended because they won't follow the dress code because they're trying to you know express their gender, either in a non conforming way or outside of their sex assigned at birth and the school is not recognizing that.

69

00:16:31.080 --> 00:16:42.750

Brandie Waid: So the gender inclusive spaces like Tyler was mentioning like bathrooms locker room physical education like policies for that sex education stuff like that.

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00:16:43.530 --> 00:17:00.870

Brandie Waid: Having those thinking about LGBT Q plus students, as we look at all of those things is important for LGBT students to create this positive for environment and then having staff and faculty allies and PD course like kyle mentioned.

71

00:17:01.920 --> 00:17:13.410

Brandie Waid: Yes, making dress code does not dependent on gender is really important that's true kyle and if you're interested on your school adopting a.

72

00:17:14.250 --> 00:17:24.540

Brandie Waid: Gender inclusive LGBT Q dress code this hyperlink wait, yes, the best practices for supporting LGBT Q students at the bottom of this.

73

00:17:25.050 --> 00:17:35.700

Brandie Waid: And i'll give you the slides in a second um that actually has a way to assess your dress code and like a sample of gender inclusive dress.

74

00:17:36.390 --> 00:17:50.580

Brandie Waid: And LGBT inclusive dress code, as well as ones that don't discriminate on race, because a lot of times dress codes also you know target students of color with hairstyles and dress and and whatnot.

75

00:17:51.960 --> 00:17:59.610

Brandie Waid: stephanie last question, so do any of you folks have schools that have no dress code at all it's great question does your school have no dress code.

76

00:18:03.120 --> 00:18:07.620

Steph (She/her; treaty 6): The only thing is that no drug references.

77

00:18:07.650 --> 00:18:13.830

Steph (She/her; treaty 6): or references to sort of like any sort of illegal activity for a minor.

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00:18:15.540 --> 00:18:16.890

Steph (She/her; treaty 6): And language.

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00:18:18.180 --> 00:18:21.780

Steph (She/her; treaty 6): But otherwise it's yeah it's like anything anything goes.

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00:18:24.600 --> 00:18:25.080

Brandie Waid: awesome.

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00:18:25.440 --> 00:18:26.670

Jessica Lee: kind of a similar.

82

00:18:26.700 --> 00:18:35.190

Jessica Lee: Policy except like shoulders can't be showing its gender neutral language like shoulders can't be showing and belly buttons can be showing.

83

00:18:37.200 --> 00:18:43.800

Jessica Lee: Its gender neutral language, there was a thing about it a few years back it mostly affects girls, but the language in there is gender neutral.

84

00:18:46.260 --> 00:18:46.920

Brandie Waid: Okay.

85

00:18:47.730 --> 00:18:48.900

Brandie Waid: anyone else have any.

86

00:18:49.650 --> 00:18:51.060

Brandie Waid: Experience that they want to answer that.

87

00:18:53.100 --> 00:18:53.610

Brandie Waid: question.

88

00:18:55.410 --> 00:18:57.030

Kyle (he/him/el): We rewrote our.

89

00:18:58.080 --> 00:19:05.580

Kyle (he/him/el): In I think we rewrote it in 2012 from something that was just archaic and horrific.

90

00:19:07.020 --> 00:19:09.780

Kyle (he/him/el): To be gender neutral and.

91

00:19:12.360 --> 00:19:30.060

Kyle (he/him/el): We basically went with you have to have on a shirt you have to have on some bottoms of time on shoes and then the no promoting of illegal activities graphics that was it, I think there, I think there are four bullets so.

92

00:19:32.640 --> 00:19:39.330

Brandie Waid: Okay, great and also like a lot less complicated than a lot of rules and.

93

00:19:40.380 --> 00:19:47.880

Brandie Waid: Rules dress codes like so yeah I like that we have more schools that have less policing yes.

94

00:19:49.410 --> 00:19:50.850

Brandie Waid: that's awesome that's good to know.

95

00:19:52.890 --> 00:19:55.260

Brandie Waid: So yeah So these are the things that research has.

96

00:19:56.730 --> 00:20:09.210

Brandie Waid: shown that help improve school climate for LGBT Q plus students we're not going to focus on many of the initial one simply because that's usually what.

97

00:20:09.660 --> 00:20:18.840

Brandie Waid: gets focused on like, how do we do climate rather than actual curriculum curricular items and pedagogy so we're actually just going to.

98

00:20:19.230 --> 00:20:29.220

Brandie Waid: focus on that last one in this series which is looking at LGBT Q inclusive curricula and pedagogy, but I do suggest if you're looking for climate specifically i'm.

99

00:20:29.700 --> 00:20:44.520

Brandie Waid: looking into there's this i've linked this chapter at the bottom, the 2015 chapter, as well as the learning for justice guide so Those are two really good resources if you're looking for like how do I do this.

100

00:20:45.570 --> 00:20:48.600

Brandie Waid: To create an inclusive environment for policies.

101

00:20:49.620 --> 00:20:51.060

Brandie Waid: So you can check that out on your own time.

102

00:20:52.770 --> 00:21:03.120

Brandie Waid: Okay, so since we're looking at clear inclusive curricula, we have so that is one of the things that have been shown to improve.

103

00:21:04.500 --> 00:21:23.490

Brandie Waid: Students sense of belonging in school and what so via the question is like okay that's great So what is the state of that and now currently well unfortunately students are least likely to report things positive representation of LGBT Q plus identity in math.

104

00:21:24.750 --> 00:21:32.370

Brandie Waid: So only 3.6% of those set of those that said that they saw any representation.

105

00:21:33.570 --> 00:21:38.370

Brandie Waid: said that they had seen it in math so it's a very small percentage.

106

00:21:39.900 --> 00:21:49.140

Brandie Waid: And many of the problems that we are seeing and rappers still having this gender binary or heterosexual pairing assumption which.

107

00:21:50.310 --> 00:22:02.670

Brandie Waid: A lot of people i've talked about us as men rubble yay and this recent article by Paris is about statistics specifically so and I think.

108

00:22:03.720 --> 00:22:08.910

Brandie Waid: have three games at the elementary level and more what we're talking more.

109

00:22:10.500 --> 00:22:11.970

Brandie Waid: generally about.

110

00:22:13.080 --> 00:22:20.280

Brandie Waid: The state of mostly high school and middle school So these are all examples over the years that we continue to keep seeing this.

111

00:22:21.600 --> 00:22:30.990

Brandie Waid: there's not a kind of representation, so a lot of times, the question that gets asked well doesn't really matter in that so for seeing another areas do we have to do this and that.

112

00:22:32.310 --> 00:22:32.850

Brandie Waid: So.

113

00:22:33.960 --> 00:22:40.260

Brandie Waid: A couple of things when people ask those questions that I like to bring up is that we have seen undergraduate studies.

114

00:22:40.680 --> 00:22:58.740

Brandie Waid: That show that there are fewer LGBT Q plus students that first of all, choose to go into stem and, second, of all that person when they go into stem so that's significant and our resident scholar kyle whistle.

115

00:23:00.090 --> 00:23:01.860

Brandie Waid: With the from the glisten.

116

00:23:02.940 --> 00:23:12.420

Brandie Waid: That also talked about how LGBT LGBT Q students are less likely to complete algebra two than their non LGBT Q plus peers.

117

00:23:13.830 --> 00:23:30.900

Brandie Waid: Which is particularly relevant given our outbreak understanding is is currently considered the gateway material for both college and successful career, but like so it's not something that should be what is considered for that, currently, and so this is the state of where we are so.

118

00:23:32.580 --> 00:23:39.990

Brandie Waid: And then at least one study has indicated that supportive LGBT people at school environments relate to stronger mathematical identity.

119

00:23:40.710 --> 00:23:56.040

Brandie Waid: So, having these sort of environments positive representations can lead to stronger mathematical identity and for all of these they're all linked down here at the bottom so again when you get the slides You can check out any of those.

120

00:23:57.720 --> 00:24:08.640

Brandie Waid: And that I would say what is also consistent with my queer identity, so the answer for me is yes, it matters, obviously, otherwise you don't go home, this would not be a worthwhile workshop.

121

00:24:12.660 --> 00:24:16.710

Brandie Waid: So the way that I like to think about.

122

00:24:18.570 --> 00:24:33.960

Brandie Waid: This idea of like doesn't matter in mathematics and like okay imagine mathematics, so now, what do I like to look at this through the lens of good theaters reach humanizing that and a lot of times for humanizing mascot talked about in terms of.

123

00:24:35.550 --> 00:24:50.250

Brandie Waid: You know by park students black indigenous Martinez and other students of color, but I think it also applies to LGBT supposed to them, because a lot of these things are pretty pretty general.

124

00:24:51.360 --> 00:25:01.320

Brandie Waid: So, like positioning you know, recognizing hierarchies in the classroom that applies to LGBT Q identity she's saying authority shifting ways of being.

125

00:25:02.100 --> 00:25:21.000

Brandie Waid: Cultures and histories tapping into queer students funds of knowledge, whether it be you know queer culture or you know pop culture, like a lot of kids are watching recall drag race tapping into that a lot of kids are LGBT Q plus students are watching.

126

00:25:22.230 --> 00:25:43.650

Brandie Waid: The HBO show generation, which is a career inclusive so that follows the group is LGBT Q plus team so like kind of tying little elements and like that is helpful windows and mirrors same thing, we can see the windows and years of LGBT Q identity living practice.

127

00:25:45.030 --> 00:25:50.940

Brandie Waid: And you like that was part of your homework, so I can go over all of these, but many of these apply so.

128

00:25:51.750 --> 00:26:09.360

Brandie Waid: What we're going to do now to kind of think about how queer inclusive curriculums can link into this idea of REACH humanizing we're going to do another breakout and we're going to do, oh shoot I forgot to like that.

129

00:26:11.460 --> 00:26:15.060

Brandie Waid: Oh that's good because we only have two rooms anyway so.

130

00:26:16.680 --> 00:26:22.560

Brandie Waid: we're going to look at some examples of LGBT Q inclusive math curriculum and.

131

00:26:24.420 --> 00:26:34.170

Brandie Waid: There are a few there's you but we're gonna This is like Iran is called the Ad careers and stir approach, because you know you just add Christmas curriculum you, sir.

132

00:26:35.340 --> 00:26:47.190

Brandie Waid: So we're going to look at this idea of inclusion and we have a couple of examples so what's a fair living wage we're actually not going to look at that one I forgot the hyperlink it, I will later, though.

133

00:26:48.210 --> 00:27:05.970

Brandie Waid: And we only have two breakout rooms anyway, but we are going to look at this lesson plan of mining data, which is the middle grade lesson plan and then we're also going to look at a mission to glisten lesson plan which is algebra two I believe it's matrices so you think that lesson.

134

00:27:07.080 --> 00:27:27.180

Brandie Waid: Surveys to national client today to do some matrix content so as we do that as we look through these two lesson plans and we're going to ask ourselves the cup couple of questions, how does this differ from the example that was in a blog post with the the.

135

00:27:29.100 --> 00:27:31.320

Brandie Waid: Good wire Babylon dubois.

136

00:27:33.060 --> 00:27:51.450

Brandie Waid: which was the career space what strength, you see an example and what strengths, did you see in the blog post where their limitation Compare that to the blog post and then what dimensions of resume and I think this is the dress, are there any questions.

137

00:27:56.700 --> 00:28:06.690

Brandie Waid: Alright i'm going to send you into your back to the same breakout room Room one will do mining data and rooms to will do listen the glasses.

138

00:28:08.670 --> 00:28:13.080

Brandie Waid: If you have any questions you can come back in i'm going to open the room for.

139

00:28:14.130 --> 00:28:14.460

me.

140

00:28:16.020 --> 00:28:17.760

Brandie Waid: It is 814.

141

00:28:19.560 --> 00:28:29.910

Brandie Waid: So often, the rooms for about 20 i'm going to say 20 minutes and then i'm going to check in at 20 minutes to see if you need a little bit more time.

142

00:28:30.570 --> 00:28:38.700

Brandie Waid: um but let's shoot for 20 minutes so read over the lesson plan for the first five to seven minutes and then talk about the questions after that.

143

00:28:39.930 --> 00:28:41.640

Brandie Waid: Working Oh yes, you need that.

144

00:28:44.340 --> 00:28:45.900

Brandie Waid: So thank you.

145

00:28:47.850 --> 00:28:49.020

Brandie Waid: drop this into them.

146

00:28:51.060 --> 00:28:51.630

Brandie Waid: that's important.

147

00:28:53.940 --> 00:28:54.510

Brandie Waid: So.

148

00:28:55.830 --> 00:28:56.400

Brandie Waid: And then.

149

00:28:57.600 --> 00:29:02.220

Brandie Waid: In your rooms just you can take designate a note taker no, thank you.

150

00:29:03.600 --> 00:29:09.240

Brandie Waid: designate a note taker so that you can drop some of the ideas that you talked about in the last like two minutes.

151

00:29:11.100 --> 00:29:17.070

Brandie Waid: Okay cool so 20 minutes from now will be a 35 and then we'll come back together if we're ready.

152

00:29:18.660 --> 00:29:19.890

Brandie Waid: Right, yes, you.

153

00:49:54.420 --> 00:49:56.400

Brandie Waid: Hello Hello welcome back.

154

00:49:57.810 --> 00:50:02.880

Brandie Waid: Right, so I hope that was enough times that we start thinking and like looking through.

155

00:50:03.930 --> 00:50:16.140

Brandie Waid: So, Chris one breakout Room one if someone that didn't do the typing could that someone who is not the note taker could share.

156

00:50:18.090 --> 00:50:27.540

Brandie Waid: sort of a brief summary of what you talked about, and also tell us what your lesson was about because the others are sitting see the last seven so that way they have kind of some kind of lesson.

157

00:50:41.970 --> 00:50:44.250

Dewey Gottlieb (he/him): i'll start and Jessica feel free to jump in.

158

00:50:46.620 --> 00:50:46.860

Dewey Gottlieb (he/him): yeah.

159

00:50:47.550 --> 00:51:03.120

Dewey Gottlieb (he/him): um yeah so the the mining problem, the ask the students, it was but it focused on some statistics types of questions and use data from the 2017 listen report.

160

00:51:05.220 --> 00:51:16.020

Dewey Gottlieb (he/him): And it asked students to take a look at the results in the report and then take that and basically apply that data to their class.

161

00:51:18.180 --> 00:51:20.070

Dewey Gottlieb (he/him): and make sense of it there's.

162

00:51:21.180 --> 00:51:26.280

Dewey Gottlieb (he/him): So, for example, some of the questions were about one of the tables, it had to do with.

163

00:51:27.540 --> 00:51:28.440

Dewey Gottlieb (he/him): A scroll past it.

164

00:51:31.380 --> 00:51:39.000

Dewey Gottlieb (he/him): representation positive representations of LGBT Q related topics in across the content areas.

165

00:51:40.230 --> 00:51:42.120

Dewey Gottlieb (he/him): and looked at, you know how.

166

00:51:44.310 --> 00:51:46.860

Dewey Gottlieb (he/him): Few students responded to that.

167

00:51:47.970 --> 00:51:48.480

Dewey Gottlieb (he/him): and

168

00:51:49.950 --> 00:51:52.350

Dewey Gottlieb (he/him): Then there were a couple of other tables at the they looked at as well.

169

00:51:53.370 --> 00:52:08.820

Dewey Gottlieb (he/him): So for the less than they would have to take out the data there and apply it to their classroom and sense, it makes sense of all, what does that mean if that data was accurate for the 22,000 students who took that What would it look like him but 27 kids in our class, for example.

170

00:52:13.260 --> 00:52:15.330

Dewey Gottlieb (he/him): So what are we talked about.

171

00:52:16.500 --> 00:52:17.190

Dewey Gottlieb (he/him): Was that.

172

00:52:18.780 --> 00:52:22.260

Dewey Gottlieb (he/him): The we're going back and forth between the.

173

00:52:24.000 --> 00:52:27.360

Dewey Gottlieb (he/him): End of the book, though we call it the Babylon problem.

174

00:52:29.250 --> 00:52:34.890

Dewey Gottlieb (he/him): War we weren't sure exactly how to pronounce it sorry, so you know, but the Babylon problem.

175

00:52:35.310 --> 00:52:35.640

You know.

176

00:52:37.830 --> 00:52:40.920

Dewey Gottlieb (he/him): Just more of a G, you know, obviously a geometry context.

177

00:52:41.010 --> 00:52:46.260

Dewey Gottlieb (he/him): And the mining task which was more of a statistics type of.

178

00:52:48.540 --> 00:53:06.300

Dewey Gottlieb (he/him): which it was a statistics content and then just to try to talk about what it would look like in our classrooms and we're doing this with students, so one of the things we talked about was that you know the Babylon problem there was it started out with a bunch more open.

179

00:53:08.100 --> 00:53:19.230

Dewey Gottlieb (he/him): Like I know what do you see well you know it's one of those types of questions so which provides more access to students for access points you know for students to engage with the task.

180

00:53:20.280 --> 00:53:25.140

Dewey Gottlieb (he/him): And so from that respective it provided an opportunity to.

181

00:53:26.460 --> 00:53:30.270

Dewey Gottlieb (he/him): You know, for particularly LGBT Q students to.

182

00:53:32.700 --> 00:53:41.130

Dewey Gottlieb (he/him): build on their funds of knowledge, their their lives to expert experiences to make sense of you know what they were looking at and make those connections.

183

00:53:42.390 --> 00:53:47.820

Dewey Gottlieb (he/him): And then, with the mining problem you know we felt that both of the problems allowed students to build on their.

184

00:53:49.380 --> 00:54:02.550

Dewey Gottlieb (he/him): funds of knowledge, but the mining, because the mining task it was there, working with a set of data that was generated for them and.

185

00:54:03.360 --> 00:54:11.850

Dewey Gottlieb (he/him): So the access point was you know, and this isn't a criticism of task it's just like just basically one door in to the access point was fairly narrow.

186

00:54:12.810 --> 00:54:22.770

Dewey Gottlieb (he/him): Not a criticism, but how interpreted it and however it's still centered by engaging the class in this type of a task it's centered the learning and.

187

00:54:24.000 --> 00:54:38.850

Dewey Gottlieb (he/him): Learning mathematics it's centered around the lived experiences of LGBT Q students so both tasks were able to build a bond funds of knowledge of LGBT Q plus kids but in very different ways.

188

00:54:44.340 --> 00:54:47.790

Dewey Gottlieb (he/him): With JESSICA feel free to add on to the oh yeah sorry good.

189

00:54:48.240 --> 00:54:49.980

Jessica Lee: The other thing I thought of was like.

190

00:54:51.120 --> 00:55:00.090

Jessica Lee: I don't teach statistics even I teach eighth grade, but like we throw out the statistics unit almost every year because there's never enough time and that's the one that gets thrown out.

191

00:55:02.160 --> 00:55:07.140

Jessica Lee: But the last time I did teach something by various data type ish.

192

00:55:08.370 --> 00:55:11.910

Jessica Lee: We asked the kids to come up with their own survey question and.

193

00:55:12.930 --> 00:55:16.140

Jessica Lee: Again, unfortunately, the unit always gets crammed.

194

00:55:17.790 --> 00:55:22.830

Jessica Lee: But if we had more time we could look at data sets that.

195

00:55:25.380 --> 00:55:33.810

Jessica Lee: Like maybe sports statistics and then we include this and then we ask kids to do a survey of their peers and.

196

00:55:34.320 --> 00:55:46.740

Jessica Lee: I feel like the questions we would get from students, where the survey questions would be much richer like in the previous years it's always like what's your favorite ice cream flavor what's your favorite sport.

197

00:55:47.940 --> 00:56:00.960

Jessica Lee: But like a school climate survey like first of all there'll be a lot of groundwork that i'd have to like play in terms of like, how do you understand what the survey even means because I don't know it, and I, like the for kids to interpret it like.

198

00:56:03.990 --> 00:56:06.900

Jessica Lee: So we'd have to do a lot on that, but like.

199

00:56:08.130 --> 00:56:13.020

Jessica Lee: It would like the blessing kind of turn the idea of teaching lesson terrifies me because.

200

00:56:14.730 --> 00:56:19.650

Jessica Lee: I don't have a very mature group of kids this year and I think.

201

00:56:21.930 --> 00:56:22.980

Jessica Lee: We would have to.

202

00:56:24.570 --> 00:56:29.010

Jessica Lee: It would just be a lot of hard conversations and like a minefield of like.

203

00:56:30.210 --> 00:56:31.410

Jessica Lee: Poor language choice.

204

00:56:32.760 --> 00:56:45.420

Jessica Lee: And kids would have to face the fact that some of them say a lot of things that are very harmful and toxic and contribute to like a terrible school culture and so.

205

00:56:46.620 --> 00:56:52.620

Jessica Lee: I don't know that the whole entire lesson would be like a whole entire week probably.

206

00:56:54.120 --> 00:56:54.930

In my opinion.

207

00:56:56.700 --> 00:57:08.520

Jessica Lee: it's a lot more difficult than the idea of like here's this architecture it's super colorful, what do you notice about symmetry like it's very different in terms of how.

208

00:57:09.570 --> 00:57:10.860

Jessica Lee: Difficult the topic would be.

209

00:57:15.960 --> 00:57:16.140

Brandie Waid: well.

210

00:57:17.670 --> 00:57:27.600

Brandie Waid: Does anyone have any does anyone have any response to that, or do you want any Steph Curry just putting that out there, I know, sometimes we say things and when like I didn't want to.

211

00:57:37.020 --> 00:57:37.830

Brandie Waid: Just shrug.

212

00:57:38.940 --> 00:57:39.840

Jessica Lee: I don't know like.

213

00:57:40.920 --> 00:57:44.310

Jessica Lee: What can I see myself realistically implementing this one, no.

214

00:57:47.730 --> 00:57:48.030

Jessica Lee: I don't know.

215

00:57:51.420 --> 00:57:53.880

Brandie Waid: I do think that, if the.

216

00:57:56.400 --> 00:58:12.840

Brandie Waid: it's not necessarily this you know blessing plan itself but it's the kind of concern is about know difficult conversations and language nice mentioned this last time but don't remember there's a.

217

00:58:14.310 --> 00:58:19.830

Brandie Waid: survey or not survey a handbook from learning for justice that is.

218

00:58:22.470 --> 00:58:33.510

Brandie Waid: it's called let's talk and it's about facilitating and critical conversations and what might be, you know difficult conversation for some um so I found that to be a valuable resource.

219

00:58:34.680 --> 00:58:37.620

Brandie Waid: which I can look for and drop and we'll chat.

220

00:58:38.940 --> 00:58:43.140

Brandie Waid: As to shares but that's, the first thing that came to mind to me.

221

00:58:45.600 --> 00:58:49.290

Jessica Lee: And I mean like because most of the kids I have our eighth graders like.

222

00:58:51.000 --> 00:58:52.980

Jessica Lee: they've sat through lessons about how.

223

00:58:54.210 --> 00:59:08.790

Jessica Lee: Language is important and blah blah blah, and they also police each other in a not productive way right they think it's funny to repeat the things they've heard adults say.

224

00:59:10.770 --> 00:59:16.380

Jessica Lee: Like Oh, we don't talk like that in here, but they say it in a way that, like their peers find funny and.

225

00:59:16.740 --> 00:59:21.510

Jessica Lee: So, like I don't like I think the content of the lesson is very interesting very important and the center's.

226

00:59:22.200 --> 00:59:27.150

Jessica Lee: LGBT students i'm just I would be calling in my admin to like support like.

227

00:59:27.750 --> 00:59:33.870

Jessica Lee: yeah there would be so much ground with that has to go into like even begin that lesson for me.

228

00:59:35.250 --> 00:59:35.610

Brandie Waid: yeah.

229

00:59:37.470 --> 00:59:39.870

Brandie Waid: um well, I will find the guys.

230

00:59:40.470 --> 00:59:42.780

Brandie Waid: In the chat so that if you want to take a look at it.

231

00:59:44.100 --> 00:59:45.270

Brandie Waid: you're welcome to do that.

232

00:59:46.650 --> 00:59:52.560

Brandie Waid: But in the meantime there's room to want to share their lesson and some of the stuff that they discussed.

233

00:59:54.360 --> 00:59:55.950

Brandie Waid: The person that didn't take them.

234

01:00:00.630 --> 01:00:01.980

Brandie Waid: You have less choice positional.

235

01:00:05.670 --> 01:00:07.920

Kevin Dykema: yeah but we both took notes and there.

236

01:00:11.070 --> 01:00:13.770

Kevin Dykema: Were where you're out of luck at that point in time.

237

01:00:13.770 --> 01:00:14.160

Kevin Dykema: So we.

238

01:00:14.700 --> 01:00:16.620

Kevin Dykema: didn't we outsmarted you that time.

239

01:00:16.830 --> 01:00:18.540

Brandie Waid: I guess out which one of you would like.

240

01:00:19.260 --> 01:00:27.300

Kevin Dykema: more realistically we didn't realize, there was a slide for us to record stuff and when you said Oh, make sure you've got some stuff on there, we had a moment of panic, so we both.

241

01:00:28.560 --> 01:00:30.720

Kevin Dykema: play right so i'm iron our conversation and.

242

01:00:31.260 --> 01:00:39.990

Kevin Dykema: So i'll get started stopping them, you can jump in whatever so our our lesson was called of course we're going to blank and now.

243

01:00:42.180 --> 01:00:56.130

Kevin Dykema: Listen to the to the to the glisten or yeah listen to listen, so it took some of the the data front listen put it into some matrices and top multiplication of major sees through that that data.

244

01:00:56.550 --> 01:01:06.270

Kevin Dykema: And it was a sort of a three day lesson, the first day was focused around, how could you take this data and put it into a matrix are there other ways, you could have organize that data.

245

01:01:06.690 --> 01:01:15.480

Kevin Dykema: And then come to an agreement here's what our data is going to look like day to day to went through some of the procedures the, how do you multiply two matrices.

246

01:01:15.840 --> 01:01:20.760

Kevin Dykema: What is the resulting data mean that that resulting matrix mean.

247

01:01:21.270 --> 01:01:33.480

Kevin Dykema: And then, so we said that was obviously one of the strengths, is that there was a very heavy math focus there, probably for 11th grade 12th grade something like that, and so often we we hear people say you know.

248

01:01:34.470 --> 01:01:38.850

Kevin Dykema: Well anytime you do something social justice or anytime you do something interdisciplinary.

249

01:01:39.300 --> 01:01:47.250

Kevin Dykema: We don't have time for that and the math class and because we have math standards to teach and here's an example of how you could teach math standard through some of that and that data.

250

01:01:47.820 --> 01:01:58.470

Kevin Dykema: And it wasn't until day three the third lesson that it was sort of the, what are the lessons we can learn what can we do to improve the school culture in our own school.

251

01:01:58.830 --> 01:02:07.290

Kevin Dykema: And we both wondered doesn't lend itself, I put it all on day three doesn't lend itself to teacher doing the first two days doing the math the parts of it.

252

01:02:07.590 --> 01:02:21.480

Kevin Dykema: And then never having those conversations and we wonder what if some of those conversations were sprinkled throughout the lesson, instead of all at the very end of the lesson and an extra step that was at the you want to add to that quick little summary.

253

01:02:24.210 --> 01:02:27.180

Steph (She/her; treaty 6): know, I think that was an excellent summary and I I.

254

01:02:28.530 --> 01:02:33.060

Steph (She/her; treaty 6): In relation to comparing it to the blog post, I noticed the blog post was.

255

01:02:33.150 --> 01:02:47.010

Steph (She/her; treaty 6): A lot of sort of like a philosophical contemplation about you, Sir interrogating how we define what math is, whereas this lesson was more sort of using a lived experience or.

256

01:02:48.120 --> 01:02:50.280

Steph (She/her; treaty 6): Human context to explore.

257

01:02:51.390 --> 01:03:02.220

Steph (She/her; treaty 6): School mathematics, which is typically Western mass mass Western mathematics or Eurocentric mathematics so um yeah that's the difference that I.

258

01:03:03.810 --> 01:03:15.510

Steph (She/her; treaty 6): saw I like the reflective questions, though, like in the lesson it opens up that sort of interdisciplinary approach, and I think that that's a really important step for.

259

01:03:18.690 --> 01:03:25.290

Steph (She/her; treaty 6): For re humanizing mathematics, because you know how often our lives subjects specific.

260

01:03:29.790 --> 01:03:30.780

Not often.

261

01:03:32.700 --> 01:03:35.610

Brandie Waid: yeah awesome thank you both for sharing.

262

01:03:36.990 --> 01:03:45.900

Brandie Waid: Those are just two examples, there are not a ton my hope for this is that will come up with some other examples, not necessarily of queer inclusive stuff but.

263

01:03:46.170 --> 01:03:56.670

Brandie Waid: Maybe of queer pedagogy and engagement, you know problem posing or some of the other methods that we're going to talk about for clear pedagogy moving forward.

264

01:03:58.020 --> 01:04:02.640

Brandie Waid: So some of the things that you sort of touched on about.

265

01:04:04.530 --> 01:04:08.580

Brandie Waid: Particularly Room one you were talking about the difference between the.

266

01:04:10.290 --> 01:04:14.250

Brandie Waid: The Babylon problem and the data mining.

267

01:04:15.480 --> 01:04:26.550

Brandie Waid: So the Babylon problems does allow for a little bit more room for students that sound questions and even just asking kind of like what do you believe math is.

268

01:04:27.480 --> 01:04:42.450

Brandie Waid: It it was refreshing questions there says run the risk, when you do something like that have to have you know admin or parents or whatever being like where's my standards where's the you know things like that.

269

01:04:43.800 --> 01:05:03.540

Brandie Waid: And so, some people gravitate more towards the you know more specific lessons, where we have yeah this is, these are Center just step one step two very much more of a procedure to follow for the teacher sinfulness lesson, but it does narrow the focus which isn't necessarily bad.

270

01:05:05.100 --> 01:05:18.120

Brandie Waid: But the thing that happens when you do queer inclusive curriculum, which happens in all content areas is when you try to be inclusive, a lot of times.

271

01:05:19.320 --> 01:05:22.950

Brandie Waid: What happens is it ends up being representation for.

272

01:05:24.030 --> 01:05:26.010

Brandie Waid: says white mountains.

273

01:05:27.090 --> 01:05:38.700

Brandie Waid: So if you're going to include queer representation it's usually this gay white men that end up being included Their stories their their experiences are usually centered.

274

01:05:39.690 --> 01:05:51.420

Brandie Waid: And it's really like not possible to capture all identities, like I know intersectionality is the goal but it's very difficult to do that if you're taking an approach of representation.

275

01:05:52.500 --> 01:06:01.740

Brandie Waid: Because you're always going to miss, something which is why clear pedagogy you know clear pedagogy moves towards that, which is why an approach like.

276

01:06:02.070 --> 01:06:11.610

Brandie Waid: The Babylon problem might you know be something that you utilize in the classroom to get at some of those tensions i'm not saying one is.

277

01:06:12.210 --> 01:06:21.870

Brandie Waid: better than the other, but we will start looking at career pedagogy to kind of think about what that looks like is that sometimes a little bit harder to conceptualize.

278

01:06:23.550 --> 01:06:39.390

Brandie Waid: So before we can do that, we need to talk about hetero normative it so when we're talking about hetero normative The next few sessions we're going to be talking about it, more generally, I don't know much about it, I think people typically think of that as.

279

01:06:40.800 --> 01:06:44.160

Brandie Waid: Like the assumption of heterosexuality.

280

01:06:45.210 --> 01:06:57.870

Brandie Waid: But in we're going to look at a broader definition that captures the societal assumption of certain norm, where there are two sexes that male and female function.

281

01:06:59.100 --> 01:07:01.980

Brandie Waid: That male and female functions and characteristics are different.

282

01:07:04.170 --> 01:07:15.720

Brandie Waid: attraction should correspond to the anatomy and those who don't fit the norm through same sex attraction or gender expression or what are seen as an abnormal and often marginalized.

283

01:07:16.200 --> 01:07:25.800

Brandie Waid: So that is kind of a broader definition of header image to do that also captures gender identity, so that way we're also capturing.

284

01:07:26.760 --> 01:07:35.190

Brandie Waid: sexual identity and gender identity and those two so anytime I say that that's what i'm talking about that broader.

285

01:07:36.090 --> 01:07:45.450

Brandie Waid: definition of that over the next few sessions The other thing also when we're talking about career pedagogy it will help us to challenge hetero normative it.

286

01:07:45.840 --> 01:07:54.390

Brandie Waid: But it's also about challenging normal activity in general, and the reason is because crew pedagogy comes from clear theory.

287

01:07:54.870 --> 01:08:06.780

Brandie Waid: So i'm going to take you through a very short like four minute history of queer theory and pedagogy and then we'll build on that, next time, but essentially the idea behind.

288

01:08:08.100 --> 01:08:13.650

Brandie Waid: queer theory queer theory was developed in response to gay and lesbian study.

289

01:08:14.970 --> 01:08:32.130

Brandie Waid: And with gay and lesbian studies, a very much just this kind of like representation inclusion kind of approach and there's this resistance, because you can't you are this tension, because you can't really capture everyone's experiences when you're doing that.

290

01:08:33.240 --> 01:08:35.460

Brandie Waid: So queer theory kind of.

291

01:08:37.230 --> 01:08:40.500

Brandie Waid: A rose from from the tension and.

292

01:08:41.550 --> 01:08:47.700

Brandie Waid: When it came to be the ideas as part of queer theory was that.

293

01:08:49.080 --> 01:09:05.190

Brandie Waid: It was a resistance of categorization of identities of ideas concepts just the resistance to categorization, which is very opposed to what we do at math because we love, a good categorization.

294

01:09:06.750 --> 01:09:25.950

Brandie Waid: Engaging for pedagogy and that's not specifically it takes some effort also it challenges the ideas of binary so like not only gender binary male female but also like binary like high achieving low achieving um.

295

01:09:26.970 --> 01:09:29.940

Brandie Waid: You know the relational versus.

296

01:09:31.290 --> 01:09:33.090

Brandie Waid: logical the sorts of things.

297

01:09:34.290 --> 01:09:46.290

Brandie Waid: So challenging those kind of binary that exists in the classroom and in our society, as well as challenging the idea of essential identities and it kind of fits in to.

298

01:09:47.790 --> 01:09:53.820

Brandie Waid: What we've seen for some some method researchers about communities of practice and how identities are performed.

299

01:09:55.020 --> 01:10:04.050

Brandie Waid: And they're created in the context throughout social engagement and the shame is this is kind of the idea that queer theory holds to that.

300

01:10:04.650 --> 01:10:16.710

Brandie Waid: Gender and sexuality are performed identities and they continue to be performed and they continue to they're not like essential like they will evolve over time.

301

01:10:17.430 --> 01:10:27.060

Brandie Waid: Based on how you're perceived and how like you're perceiving of the preceding happened like it's very relational in that way.

302

01:10:28.440 --> 01:10:38.700

Brandie Waid: So and that's assess the idea of queer theory clear pedagogy kind of adopt those ideas and really resist the idea of.

303

01:10:39.900 --> 01:10:52.350

Brandie Waid: Normal activity and like highest to honor that there are different ways of knowing doing and being in the world and in mathematics and like questioning who who can create knowledge questioning.

304

01:10:53.010 --> 01:11:03.780

Brandie Waid: You know, essentially everything that tasks that we do the way that we do them so it's kind of like this idea of taking a questioning stance so I like to think of.

305

01:11:04.710 --> 01:11:24.000

Brandie Waid: clearness in a mathematical context as resistance, the resistance to whatever is an ordinance which includes queer identity, but also, it could be resistance against to call them crew and geometry right, that is a normative idea, so how can we think outside of that that sort of thing.

306

01:11:25.380 --> 01:11:26.910

Brandie Waid: So that is a very brief.

307

01:11:28.050 --> 01:11:29.940

Brandie Waid: introduction to these ideas.

308

01:11:31.380 --> 01:11:37.440

Brandie Waid: What we're going to do over the next few weeks and I just skipped through slides to don't worry about it will cover those and the next few weeks.

309

01:11:38.640 --> 01:11:46.500

Brandie Waid: We are going to look at three different applications of clear pedagogy The first one is that what we're going to do, yes.

310

01:11:47.160 --> 01:11:59.520

Brandie Waid: Next week we're going to look at developing border consciousness, which is an idea that come from Gloria and they'll do an idea of border crossing and living in the borderland which is.

311

01:12:01.860 --> 01:12:09.900

Brandie Waid: On often a intersection a look at career pedagogy or queer theory so Capri aomori ruble has.

312

01:12:10.470 --> 01:12:16.020

Brandie Waid: talked about how to apply that to mathematics so we're going to look at their questions to face develops and look at.

313

01:12:16.350 --> 01:12:28.110

Brandie Waid: Maybe back at some of these examples, but also other examples of curriculum to apply those questions and start thinking about how we can help ourselves or pre service teachers or insert with teachers to use those questions.

314

01:12:29.070 --> 01:12:36.450

Brandie Waid: When we're thinking about curriculum in our classroom and then we're going to look at mathematical in query for the two weeks that follows that.

315

01:12:37.500 --> 01:12:46.650

Brandie Waid: Which is something that kairos talks about and we're going to look at it through two lenses one is problem posing which you saw through the Babylon to ask, but we'll do one ourselves.

316

01:12:47.430 --> 01:12:58.740

Brandie Waid: So that we can kind of get a sense of what that might look like and how to develop a task from the questions that students come up with which is an important like follow up we don't dislike through what are your questions, then.

317

01:13:00.330 --> 01:13:06.660

Brandie Waid: We it should go somewhere and then the last one is cross disciplinary questions, which is more focused and that's.

318

01:13:07.380 --> 01:13:13.710

Brandie Waid: Where yag and ruble talk about these are the questions that teachers can ask themselves to assess curriculum.

319

01:13:14.010 --> 01:13:21.780

Brandie Waid: Whereas the Cross disciplinary questions which is created with my colleague kristin Turner are more about questions, we can post the students.

320

01:13:22.260 --> 01:13:36.840

Brandie Waid: about things so that they start engaging critically with tasks, rather than you know because they're going to see things that are normative or hetero normative in the world, so how do they start thinking critically about syntax as well.

321

01:13:38.190 --> 01:13:50.700

Brandie Waid: So that's where we're going, and in order to do that you're going to need to first be familiar a little bit with gay and rubles question so if you could read.

322

01:13:51.870 --> 01:13:57.840

Brandie Waid: The questions that they have for that, and then the other one other reading is, which is a short read it's.

323

01:13:58.890 --> 01:14:09.060

Brandie Waid: Good theaters strategies for creative insubordination and it talks a little bit about like, how do we do this, and remain, safe and our school contact.

324

01:14:09.960 --> 01:14:17.670

Brandie Waid: So how do we engage in creative coordination for things like that, and then there's also feedback form, so if you have.

325

01:14:18.360 --> 01:14:25.410

Brandie Waid: questions that you start well i'm asked that each of you fill it out if you're able, but like or not person your arm but.

326

01:14:25.890 --> 01:14:38.400

Brandie Waid: The format has you know questions about what you couldn't help with tonight, what do not find helpful, what are you still wondering about those kind of things so that next time I can take that into consideration, while i'm cleaning so.

327

01:14:39.630 --> 01:14:42.120

Brandie Waid: Any questions fully.

328

01:14:43.140 --> 01:14:49.650

Brandie Waid: So you don't dinner or one sure go to bed or whatever it is you're doing.

329

01:15:01.230 --> 01:15:03.210

Brandie Waid: All right, well then.

330

01:15:03.270 --> 01:15:05.280

Brandie Waid: I guess, I will bid you adieu.

331

01:15:06.150 --> 01:15:16.470

Brandie Waid: And I will make sure to put in front of harper what's their living wage i'll link that in the slides and then it will also be on the.

332

01:15:17.910 --> 01:15:19.500

Brandie Waid: Vision resource hub.

333

01:15:21.660 --> 01:15:23.310

Brandie Waid: In the next couple of days.

334

01:15:27.720 --> 01:15:29.700

Brandie Waid: Right everyone have a good night.

335

01:15:31.080 --> 01:15:32.160

Brandie Waid: Thanks for coming.