

**PRE-SERVICE AND IN-SERVICE EDUCATORS’
ATTITUDES ON HOMOSEXUALITY**

A Record of Study

by

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ABSTRACT

This study assessed the attitudes of pre-service and in-service teachers, and future and current educational leaders, regarding lesbian, gay, bisexual, transgender, and questioning (LGBTQ) students. This study surveyed 205 undergraduate students with a declared major in education, 50 graduate students in a counseling and administration master's program, who were in-service teachers, and 54 educational leaders working in local public school districts. The students all attended a public university located in a predominantly Hispanic community in a South Texas town.

The participants completed *The Attitudes Toward Lesbians and Gay Men (ATLG) Revised Scale*, that measured attitudes toward gay men and lesbians, as well as a survey regarding demographic information, personal experiences with LGBTQ, and professional development relating to LGBTQ students. The study also included a review of the local public university undergraduate syllabi to ascertain if the LGBTQ topic was addressed, and if so, what percentage of class time was dedicated to the topic. Lastly, included in the study was the frequency and type of professional development opportunities school districts currently provide that address the LGBTQ population.

The mean scale score of *The Attitudes Toward Lesbians and Gay Men (ATLG)* of all participants was a 2.88 on a scale of 1 to 9, 1 being the most positive, and 9 the most negative. There were no correlations found among participants' attitudes toward homosexuality and their age, gender, or sexual identify. There was a statistically significant difference in participants who stated they had family who were LGBTQ;

there was also a statistically significant difference in participants who stated they had LGBTQ friends. Those participants were more positive in their attitudes toward homosexuality than those participants who stated they did not have any LGBTQ family or friends. Since there was a positive correlation between participants who knew LGBTQ people and their attitudes toward homosexuality, pre-service education programs might consider including LGBTQ guest speakers. This would give students a more personable perspective on the issues.

DEDICATION

I dedicate this to my husband, who took over at home when I needed him and pushed me when I felt I could do no more. I could never have done this without his love and encouragement. There were many times when I felt like giving up; he never allowed that to even be an option, and for that, I am so grateful.

I dedicate this to my children, who teach me about unconditional love and acceptance every day.

I dedicate this to my parents, who have always believed in me and have supported my decisions in all ways possible.

Finally, I dedicate this to all who have survived bigotry, prejudice, and unfair treatment; you are not alone.

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Contributors Section

Part 1, faculty committee recognition

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Part 2, student/collaborator contributions

All work for the record of study was completed independently by the student.

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CHAPTER I

INTRODUCTION

Background of the Problem

The lesbian, gay, bisexual, transgender, and questioning (LGBTQ) population is a sexual minority often ignored in the welcoming school social environment even though the LGBTQ community has become more accepted in American society. On June 26, 2013, the U.S. Supreme Court struck down an important part of the federal Defense of Marriage Act (DOMA) and declared that same-sex couples who are legally married deserve equal rights to the benefits under federal law, which go to all other married couples. On February 26, 2014, a U.S. District Judge Orlando L. Garcia struck down a Texas law banning same-sex marriage, and in a landmark decision, the U.S. Supreme Court ruled on June 26, 2015, that same-sex couples can marry nationwide, establishing a new definition of marriage in the United States of America. Just a few hours after Judge Garcia struck down the Texas ban on same-sex marriage, the first same-sex couple married in Dallas, Texas.

According to the U.S. Census Bureau (2010), there were 901,997 same-sex households in the United States. The U.S. Census Bureau (2010) also reported that 115,064 (about 18%) of 646,000 same-sex households in 2010 had children residing in them. In Texas, 19.81% of same-sex couples are raising children; and in the community where the research is taking place, 45% of same-sex couples are raising children (Williams Institute, 2016). Moreover, researchers estimate that about 8 to 9 million U.S.

adults identify as LGBTQ (Gates, 2011). Although the numbers of same-sex households with children are increasing and the LGBTQ community in general is being more widely accepted, the schools are doing little to prepare educators on how to be culturally responsive to the LGBTQ students and parents in their schools.

Schools and educators have a legal, ethical, and moral responsibility to provide equal access to education and equal protection under the law for all students, including sexual minority youth or a household with an LGBTQ family member. For many sexual minority students and families headed by same-sex couples, schools and homes are unsafe making them subject to bullying, cyber-bullying, and getting through the day without being harassed or humiliated, instead of learning, becomes a priority (Kosciw & Diaz, 2008). LGBTQ youth are at a higher risk of low self-esteem, bullying, and suicide because of exclusion and harassment from peers and sometimes even school personnel (Hong & Espelage, 2012; Martin-Storey & Crosnoe, 2012; Meyer, 2003; Savin-Williams, 1994). Research has also reported LGBTQ youth have higher concerns with depression (Fikar, 1992; Hershberger & D'Augelli, 1995), substance abuse (Russell, Seif, & Truong, 2001; Savin-Williams, 1994; Travers & Schneider, 1996), eating disorders (Gilman et al., 2001), physical and sexual abuse (D'Augelli, Hershberger, & Pilkington, 1998), and suicide (D'Augelli et al., 2005). Although sexual minority youth are at a higher risk of self-destructive behaviors, many schools fail to provide educators and students sufficient safeguards or factual awareness about the nature of sexual orientation in human development. This neglect indirectly contributes to the continued prejudice, harassment, and discrimination that deny sexual minority and gender

nonconforming students their basic rights—such as a free and appropriate public education in a safe and positive learning environment.

Some educators are uncomfortable addressing issues of sexuality and sexual orientation in school because of the potential controversy that may be created with parents, administrators, or other community members who believe LGBTQ to be sinful or wrong (Ferfolja & Robinson, 2004). Educational leaders, especially principals, should be aware of differing perspectives within their school community, and they must provide the leadership and set the tone to ensure a secure and supporting educational environment for *all* students, including LGBTQ. It is important to develop policies based on science and research that dispel misinformation and help students, staff members, and parents work together to create a school climate in which the rights and dignity of all individuals are upheld (Klein, 2007).

Although more people identify themselves as LGBTQ and research has identified higher risk factors in the sexual minority like drug use, self-mutilation, alcohol use, tobacco use, school truancy, promiscuity, and eating disorders, little research exists on attitudes of pre-service and in-service teachers regarding the LGBTQ community and how this attitude affects the school climate. Moreover, there is also a paucity of research on the attitudes of current and future educational leaders' attitudes on LGBTQ issues and how they impact schools every day.

In order to determine whether undergraduate education programs, graduate education programs, and professional development opportunities are adequately addressing inclusion and equality for LGBTQ students and LGBTQ families, the

attitudes of students enrolled in undergraduate and graduate programs and educational leaders, including current principals and assistant principals, should be measured to determine if there is a need for change in current teacher education programs of novices, graduate programs preparing future educational leaders, and professional development programs for in-service teachers. The attitudes of current public school educational leaders regarding the LGBTQ must also be reviewed since these leaders are directly responsible in deciding what professional development opportunities and resources are available to their districts and campuses.

Problem Statement

Discriminatory school climates that directly and indirectly castigate students identified as LGBTQ influence the emotional and academic development of all students both heterosexual and homosexual (Bronfenbrenner & Morris, 1998; Rosenfeld, 2010). School-aged children spend most of their time surrounded by educators when not at home, and Jacobsen, Eggen, and Kauchak (2006) reported that student academic achievement improves as a direct result of having teachers who care about them as individuals and learners. Theorists have emphasized the sense of belonging and not feeling excluded as important factors in a person's motivation to learn and succeed (Brendtro, Brokenleg, & Van Bockern, 1990; Glasser, 1998; Maslow, 1987). However, teachers are not often available as supportive adults for LGBTQ students (Woog, 1995). The negative attitudes teachers may have toward the LGBTQ population affect students academically and emotionally (Rosenfeld, 2010). How can educators create a caring and

empathetic environment for all students when they are unaware of their own prejudices and discriminatory practices?

There is adequate research on how all children respond when their families are actively involved in their education (Caspe & Lopez, 2006; Galinsky & Weissbourd, 1992; Redding, Langdon, Meyer, & Sheley, 2004; Weiss, Caspe, & Lopez, 2006).

Having a different cultural background, including a different sexual orientation or sexual identification, and being excluded from activities in school may result in a detrimental impact to a child's self-esteem and academic achievement. A student is more likely to learn when motivated by a caring teacher who provides a safe and nurturing environment, and LGBTQ students will suffer if the school climate is not inclusive of them. Creating a community of care for all students, including LGBTQ is essential so all students feel safe and secure; and because of this, students are more able to learn and thrive (Chirichello & Chirichello, 2001). Therefore, educators must make conscious efforts to include and make feel welcome lesbian, gay, bisexual, and transgender (LGBT) parents and students in the school and classrooms.

Mistreatment of LGBTQ students and families is an issue in elementary, middle, and high schools. The National Association for the Education of Young Children (2005) Code of Ethical Conduct stated, "Above all, we shall not harm children. We shall not participate in practices that are emotionally damaging, physically harmful, disrespectful, degrading, dangerous, exploitative, or intimidating to children" (p. 3). However, many teachers are, unconsciously or perhaps consciously, failing to include the LGBT families in classroom conversations, school-related activities, and school activities (Kosciw &

Diaz, 2008). When children are constantly exposed to literature, images, and educational paradigms that do not reflect their own personal lives, they are being marginalized and harmed. Preparing culturally responsive teachers, who have a clear awareness of LGBTQ inclusion, should be a priority for teacher preparation programs. Batchelder (2008) encouraged the culturally responsive teacher, or CRT, to be created in order to meet the growing demands of highly diverse classroom environments. Not only is this crucial to the development of a child, but districts need to be proactive in professional development for their employees to avoid legal conundrums as parents of sexual minority students, as well as same-sex parents, sue school districts and hold them responsible for the harassment and anguish that their children experience at school.

According to the National Education Association (NEA, 2013), most school employees are now well informed of the epidemic of bullying and harassment troubling our nation's public schools (NEA, 2013). According to research, LGBTQ students are harassed and bullied between two or three times more than non-LGBTQ students. Researchers estimate between 20% to 33% of students who do not identify themselves as LGBTQ reported bullying or harassment (Finkelhor, Turner, Ormrod, Hamby, & Kracke, 2009; Haynie et al., 2001; Wang, Iannotti, & Nansel, 2009), while a reported 65% to 85% of LGBTQ students reported that they were bullied or harassed based on their perceived or actual sexual orientation, gender identity, or gender expression (O'Shaughnessy, Russell, Heck, Calhoun, & Laub, 2004). Bullying has been linked to a number of negative mental health and academic outcomes including depression, anxiety, fear, post-traumatic stress disorder, self-destructive behaviors, suicidal ideation, lower

academic performance, poor school attendance, and dropping out (D'Augelli, Grossman, & Starks, 2006; D'Augelli, Pilkington, & Hershberger, 2002; Hay & Meldrum, 2010; Klomek, Marrocco, Kleinman, Schonfeld, & Gould, 2008; Menesini, Modena, & Tani, 2009; Walls, Freedenthal, & Wisneski, 2008).

According to Hatzenbuehler (2011), LGBTQ adolescents are five times more likely to attempt suicide than heterosexual adolescents (21.5% vs. 4.2%) (Hatzenbuehler, 2011). Having an inclusive school climate and recognizing the need for improving schools for LGBTQ students is not only a moral and ethical issue, but a legal issue as well. Educators are now being personally sued if they witness instances of bullying and physical, sexual, and/or cyber harassment based on gender, race, national origin, sexual orientation, or disability and ignore the situation. While school districts are still traditionally the targets of these lawsuits, school employees, in increasing numbers, are also being named as defendants. The NEA reported its members in seven states have recently been sued for allegedly failing to intervene in cases where they were aware of bullying and harassment occurring. The NEA insurance carrier, for example, paid damages and expenses totaling more than half a million dollars in two specific lawsuits combined in 2010 (NEA, 2011). The issue of discrimination, bullying, and harassment based on a student's sexual orientation is no longer just a school district's problem, but it can also become an educator's financial ruin.

Significance of the Study

The 2010 U.S. Census reported 646,000 same-sex households. Moreover, the Gay, Lesbian, and Straight Education Network (GLSEN), reported that there are an estimated more than 7 million LGBT parents with school-age children in the United States; however, research is exceedingly scarce about the experiences of this growing number of LGBT-headed families in our country's schools (Kosciw & Diaz, 2008). In Texas, it is estimated that 19.81% of same-sex couples are raising children, and in the local areas, 45% same-sex couples are raising children (Williams Institute, 2016).

LGBTQ youth face a number of risk factors such as low self-esteem, suicidal ideation or attempts, social isolation, harassment, and substance abuse as they grow their distinctive identity within a society that still actively attacks people with different sexual orientations (Remafedi, Farrow, & Deisher, 1991; Russell, 2003; Russell & Joyner, 2001, Marshal et al., 2011). Furthermore, Poteat and Espelage (2007) found that victimization and exclusion of LGBTQ students in school also affected all male and female students regardless of sexual orientation negatively.

Justification of the Study

America's LGBTQ families are growing in numbers, but researchers have indicated that although pre-service and in-service programs address cultural diversity issues, few of them incorporate the inclusion of the LGBTQ community within the multi-cultural spectrum (Athanasos & Larrabee, 2003; Griffin & Ouellett, 2003). Therefore, new teachers often enter the profession without the knowledge of the impact they can have on the LGBTQ population and what they can do to support LGBTQ

students and their families. Athanases and Larrabee (2003) reported that more information about LGBTQ students and families is needed and that this increased knowledge leads to added understanding and support. This denotes an increased need for changes in teacher education programs, support, and advocacy in the school settings to create a more positive caring environment for all students including LGBTQ.

Dessel (2010) and O'Higgins-Norman (2009) found that teachers were aware of verbal and physical homophobic bullying and harassment. These studies also highlighted teachers' awareness of differences in their students' sexual orientations and gender expression. O'Higgins-Norman (2009) and Warwick, Aggleton, and Douglas (2001) indicated that teachers were able to identify the negative impacts of homophobic bullying in academic performance. Although there is awareness of the problem, research indicated many teachers were not prepared or did not know how to address the problem (Warwick et al., 2001). Meyer (2008) reported a lack of teacher professional development related to LGBTQ educational issues. This same research showed that educators experience external and internal influences that stop them from properly addressing gender-based bullying, which includes LGBTQ issues. Some of the external barriers include:

- lack of institutional support from administrators
- lack of formal education on the issue
- inconsistent response from colleagues
- fear of parent backlash and
- negative community response

It is known that teachers' values and attitudes toward LGBTQ play a crucial role in how they impact students and families of the LGBTQ community (Farr, 2000), but little is known about teachers' existing attitudes and values toward the LGBTQ culture and to what extent these values and attitudes are being transmitted to their students both directly and indirectly. One way to learn more about such beliefs is to assess the attitudes and values of pre-service teachers who will soon be entering the profession. This population is especially relevant since teacher preparation programs can be improved to help change the attitudes of future teachers before they enter the teaching profession. Furthermore, assessing the attitudes and values of in-service teachers and administrators also will help determine the extent of the degree of need for professional development opportunities for teachers regarding LGBTQ students is equally important.

The university in this study was also the primary employee pool for both local school districts. Identifying the attitudes of what will most likely be the future of employees of the districts gave greater insight of what professional development needs the districts will presently and in the future have.

Purpose Statement

The general purpose of this study was to gain information about the level of knowledge and understanding pre-service teachers and practicing professionals have in regards to LGBTQ students and families. Specifically, this investigation surveyed the attitudes toward homosexuality of pre-service teachers, in-service teachers, and current educational leaders working in public school districts. Using *The Attitudes Toward Lesbians and Gay Men (ATLG)* Scale (Herek, 1994), their general knowledge, feelings,

and projected behaviors toward homosexuality were measured in a statistical quantitative manner. This study also sought to determine opportunities, if any, to learn about LGBTQ issues during staff development and personal relationships with self-identified LGBTQ individuals. Lastly, the study reviewed current curricula in the undergraduate programs at the local university's College of Education and professional development opportunities local districts have in place addressing LGBTQ issues.

The research on the attitudes of future and present educators toward the LGBTQ community is still developing. While the attitudes of the general population and of college students have been documented, there is surprisingly little research addressing pre-service and in-service teachers and even less research on educational leaders. As such, it is appropriate to use methods and research designs (such as correlational designs drawing from surveys) in a newly developing area to better understand relationships between variables (Schmitt, 1994).

Research Questions

This study explored the attitudes toward homosexuality of pre-service teachers and existing educators who all have, or will have, a significant impact on LGBTQ students and families. Also, this study examined the relationship between these results and several variables including participants' knowledge of homosexuality, sex and ethnicity, age, friendship or family relationships with someone identified as LGBTQ, and education level and certification level sought.

Furthermore, the researcher reviewed the syllabi of undergraduate classes of the College of Education and identified those classes that include LGBTQ topics. The

researcher then identified the required textbooks, required reading materials, time allotment dedicated to LGBTQ topics, and instructional technique(s) used by professors (i.e., lecture, film, speakers, group discussions) of these classes. In addition, LGBTQ professional development opportunities by District A and B were assessed with a questionnaire emailed to the staff development directors of each district.

The following research questions were addressed during the study:

1. What are the attitudes of undergraduate education students, graduate education students, and educational administrators regarding homosexuality as reflected on the *ATLG Scale*?
2. Do educators' attitudes regarding homosexuality vary in relationship with the educators' age, gender, education level, certification(s), friendships with LGBTQ person(s), and coursework or professional development in LGBTQ issues taken?
3. To what extent are LGBTQ topics being discussed and covered in the local undergraduate education program? How do staff development directors decide what LGBTQ professional development opportunities should be made available? What factors contribute to their decision?

Limitations of the Study

Results of this study were based on self-report information. Since issues surrounding LGBTQ are areas that may cause discomfort for professionals (Schleis & Hone-McMahan, 1998), some respondents were unwilling to participate or perhaps did not provide accurate information or gave responses that were not necessarily

representative of their true attitudes. Anonymity was reiterated before the survey was conducted to reassure participants and encourage accuracy of information.

The study sample was selected from undergraduate and graduate education classes at the public university. Participation of the undergraduate and graduate classes depended on faculty members' willingness to allow their class or classes to participate. Therefore, the study reflected attitudes toward homosexuality of respondents only in courses allowing the researcher access and not to the entire teacher preparation and graduate education program.

CHAPTER II

REVIEW OF LITERATURE

Change is inevitable, and this truth holds firm in our society and American education. Students of today are not the students of yesterday, and they will not be the students of tomorrow. Since segregation in schools, the American educational system has clearly evolved and improved. The traditional teacher-centered classroom is in the process of evolving to student-centered learning. Different learning styles are taken into consideration when curriculum is designed. Technology and social media has become part of our culture and has made their way into our schools and classrooms. Moreover, classrooms have become more diverse as well. The population of the United States changed; a record 1,046,539 individuals were naturalized as U.S. Citizens in 2008. Most of these individuals were born in Mexico, India, or the Philippines (Lee & Rytina, 2009). This influx of immigration during the last two decades has caused a rise in diverse populations in America's classrooms. Aside from ethnic and racial diversity, differences in socio-economic levels, languages, gender, religion, and sexual identity also make up student population. Students who identify themselves, or a family member, as part of the Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) community are also a growing student population in the United States (Casper & Schultz, 1999).

The American Psychological Association (1998) changed their stance on homosexuality in the 1970s, stating that it is not a disorder and that sexual orientation is *not* a person's individual choice, nor can mental health professionals "change" the sexual

orientation of their clients. Moreover, anti-discriminatory laws and policies are annually revisited and interpreted to include all students. Teachers face more challenges to ensure *no student, including LGBTQ, is left behind.*

LGBTQ Youth and Families

Homosexuality and homophobia are becoming topics more openly discussed in American society and public schools. Mainstream television shows and movies are more commonly including same-sex parents and families in their storylines. However, the experiences reported by families of the LGBTQ community in schools are not necessarily congruent to what is politically correct and what is being discussed. Some educators report to be accepting of the LGBTQ community, then tell a third grade boy who is effeminate to “Man up! If you stop acting like a girl, they’ll stop picking on you!” (L. Soto, personal communication, October 22, 2012). Research has begun to assess the attitudes pre-service and in-service teachers have on homosexuality, but few studies have focused on what educators experience, hear, see, and say regarding the LGBTQ community. Asking a teacher how he or she feels about a topic may get a different response from being asked what he or she has heard others say about the topic. Actions speak louder than words, and educators may not be completely honest when asking about a sensitive topic like homophobia.

LGBTQ Community

According to the American Academy of Child & Adolescent Psychiatry (AACAP, 2012) there are:

Millions of children in the United States [that] have lesbian, gay, bisexual and/or transgender (LGBT) parents. Some LGBT parents conceived their children in heterosexual marriages or relationships. An increasing number of LGBT parents have conceived children and/or raised them from birth, either as single parents or in ongoing committed relationships. This can occur through adoption, alternative insemination, surrogate or foster parenting. Only states currently have laws supportive of LGBT couple adoption. (p. 1)

The AACAP reported there are no significant differences between children raised in traditional and nontraditional families. Moreover, the AACAP discovered that contrary to many people's beliefs, children from LGBT families are not more likely to be homosexual, to be sexually abused, to have gender identity issues, or have gender role issues. The AACAP acknowledges that LGBT families have faced discrimination in their communities including school. Children with LGBT families may be targets of bullies, and educators may often exclude LGBT families from activities. "Like all children, most children with LGBT parents will have both good and bad times. They are not more likely than children of heterosexual parents to develop emotional or behavioral problems" (AACAP, 2006).

LGBTQ Issues in Hispanic/Latin American Communities

Studies have focused on LGBTQ development in mainly European Americans, but more recent attention has been given to LGBTQ issues within ethnic minorities. There are very few studies that focus on the acceptance of LGBTQ in Latino communities and even less studies focusing on communities within Latino communities

like Mexican-America, Cuban-America, and Puerto Rican. The few studies out there conflict on the Latino communities' acceptance of rights. While some studies reported homophobia to be prevalent, more recent polls suggest Latino communities are accepting and supportive of LGBTQ rights.

In 2000, Akerlund and Cheung discussed the difficulties gay and lesbian Americans faced who were also of an ethnic minority. The researchers identified 22 articles pertaining to gay and lesbian issues of African Americans, Latinos, and Asian Americans. The researchers identified that these minorities share conflicting cultural and sexual identifications. Specifically, the researchers identified the following to be identity development factors in the Latino community:

- Assimilation/Choosing between cultures
- Cultural Values
- Disclosure
- Discrimination
- Family Roles, Values, and Expectations
- Gender Roles
- Social Support, Role Models, and Resources
- Language
- Manhood and Machismo
- Oppression and Multiple Minority Status
- Religion
- Sexual Behavior

- Socioeconomic Status and Education

The researchers explained, “Gay and lesbian ethnic minorities experience oppression within their ethnic communities for being homosexual, as well as racial discrimination for the larger white society,” (p. 282). The researchers explained that this made it incredibly difficult for a gay or lesbian ethnic minority to assimilate into both cultures, and they also faced additional rejection from the European American dominated gay and lesbian communities.

Guarnero (2007) conducted a study with 27 Latino men to explore the effect of community and family on the social lives of gay men. The study reported that, in general, the family and the community had a negative impact on the lives of Latino gay men in the study. Guarnero (2007) stated:

Some family members espoused stereotypical notions about homosexual men—namely, that they would engage in cross-dressing and child molestation. In some instances, verbal and physical abuse was used to control and belittle nonnormative behavior. Being identified as a *joto* or *marícon* [Spanish equivalent of *fag* or *faggot*] had a devastating effect on many of the participants. The words carried great import, as they called into question the participants’ sense of masculinity. Living in the periphery of the family and community, combined with the lack of positive role models and meaningful relationships, contributed to a poor sense of self. (p. 17)

The National Council of La Raza and the Social Science Research Solutions (SSRS) partnered and released a study written by SSRS vice-president Dutwin (2012).

The survey, published in 2012, reported that 54% of the Hispanic population polled supported gay marriage. Moreover, 64% were supportive of civil unions and 83% supported legal protections against discrimination and hate crimes. Also, more than 75% supported open military service. According to this same research, anti-gay and homophobic attitudes within the Latino community often stemmed from religious beliefs.

The research regarding LGBTQ issues in the Latino community is sparse; most of it had a small sample being interviewed or polled, and only focused on lesbian and gay issues excluding bisexual, transgender, and questioning topics. More research in ethnic LGBTQ minorities is crucial for a better understanding of the real necessities in this subgroup.

LGBTQ Families' Experiences in Schools

According to the Gay, Lesbian, and Straight Education Network (GLSEN), there are an estimated more than 7 million LGBT parents with school-age children in the United States; yet, research is very scarce about the experiences of this growing number of LGBT-headed families in our country's schools (Kosciw & Diaz, 2008). In GLSEN's extensive survey conducted on 588 LGBT parents and 154 surveys of LGBTQ students, they found some disturbing and sad experiences.

Many LGBT parents report feeling neglected, excluded or even mistreated by other members of their school communities, especially other parents. Students with LGBT parents also report school experiences that indicate that action is urgently needed—nearly a fifth of the students in our survey report hearing

negative remarks about having LGBT parents from other students, and, even more disturbingly, nearly one-third hear such comments made by school staff.

(Kosciw & Diaz, 2008, p. 9)

Kosciw and Diaz (2008) further reported on the experiences of the parents and students in the schools. Their research showed LGBT parents and their children experience biased language, harassment, exclusion, verbal and physical assault, and discrimination from other students, and sadly, from educators and school staff members. Biased language in school was a common experience with a 72% of students reporting to have experienced derogatory language used at them or around them. Furthermore, only 38% of the students reported school personnel intervened when the use of biased or derogatory language was used about LGBT parents in their presence, and only 28% of students reported intervention from school personnel when homophobic remarks were used around school personnel. Also, almost half of the students, 49%, reported that school personnel themselves used sexist remarks, and 39% reported teachers or other school staff to use homophobic remarks. Moreover, 51% of students reportedly felt unsafe in their schools. Some students, 23%, felt unsafe because of their family, and 21% felt unsafe because of their perceived gender identity or sexual orientation. A significant 40% of the students of LGBTQ families reported to experience verbal harassment because of their families. Kosciw and Diaz (2008) wrote:

Mistreatment did not always come from other students but also from adult members of the school community. Nearly a quarter of students had been

mistreated by or received negative comments from the parents of other students specifically because they had an LGBT parent (23% for both). (p. 17)

The report also indicated that 25% of the students did not feel like they could participate in activities because of their parents.

School environments and cultures can be hostile and unsafe for LGBTQ students (Bochenek & Brown, 2001; Griffin, Lee, Waugh, & Beyer, 2004; Muñoz-Plaza, Quinn, & Rounds, 2002). Contributing to a hostile environment is peer-to-peer sexual harassment. Cases of same-sex harassment involve instances of sexual orientation or gender expression in which individuals do not exhibit traditional male or female traits or behaviors (Fineran, 2002).

Current LGBTQ Policies, Laws, and Litigation Trends in Education

Schools, school districts, and state education departments nationwide are examining and revising their anti-bullying policies to better address the issue of LGBTQ bullying and harassment. The issue is often controversial. Minnesota's Anoka-Hennepin School District abolished a controversial curriculum policy after six teen suicides, of which at least three stemmed from gay bullying. This curriculum called for "neutrality" in classroom discussions of sexual orientation. This "neutrality" effectively banned discussion of LGBT issues in schools. Some parents and students claimed this "neutrality" policy prevented school personnel from discussing certain issues including harassment regarding about sexual orientation. Therefore, the faculty and staff were not able to stop the harassment and bullying of LGBTQ students. The Southern Poverty Law Center and National Center for Lesbian Rights described the policy as singling out

LGBTQ students and preventing school employees from addressing bullying (Birkey, 2011). The district's new policy calls for "respectful exchanges of views," and in 2012 Anoka-Hennepin teachers were able to participate in Anoka High School's Day of Silence, designed to ameliorate and shed light on youth living with the constant fear as victims of anti-gay bullying (Baca, 2012). The district also pledged to improve the treatment of gay and lesbian students as part of a \$270,000 settlement with six current and former students who had been victims of bullying.

The public school districts in America are plagued with lawsuits every year. Many cases have reached the U.S. Supreme Court and have changed the face of education and improved our system dramatically. Moreover, the new trend is to not only hold the school district responsible for lack of intervention when bullying and harassment occurs, but also hold the individual educator fiscally responsibly. Educators must be aware of the repercussions turning a blind eye and deaf ear will bring, which include emotional distress on the students involved and personal lawsuits against the educators who are aware of a situation and fail to intervene. Cases of bullying and harassment have also been the root of lawsuits that have also influenced policy and interpretation of law.

Title IX and Office of Civil Rights (OCR)

Title IX of the Educational Amendments of 1972 prohibits discrimination on the basis of sex in federally assisted education programs and activities. Sexual harassment of students, which includes unwelcome verbal, nonverbal or physical conduct of sexual nature, can violate Title IX as it can deny or limit the students' ability to participate in or

receive benefits from the school's program. Districts must recognize and train their personnel that harassment or bullying based on sex or sex-stereotyping falls under Title IX. While Title IX does not prohibit discrimination based solely on sexual orientation, it does protect students from harassment for exhibiting what is perceived as a stereotypical characteristic of a particular sex or failure to conform to stereotypical notions of masculinity or femininity.

Under Title IX, districts cannot be "deliberately indifferent" to harassment or bullying. Therefore, if a student or family can prove that school personnel was aware of harassment or bullying and did not intervene, the school district and individual educator can be held liable. This does not mean anyone who is bullied can sue the district or school personnel. According to Title IX established cases, the sexual harassment must be "severe and pervasive." The sexual harassment must be so severe that it, "deprives the victim from access to the educational opportunities or benefits provided by the school" (U.S. Department of Justice, 2016, p. 1).

More recently, the U.S. Department of Education also has addressed the bullying problem through its Office of Civil Rights (OCR). On October 26, 2010, the OCR wrote to the administrators of all schools receiving federal funding to reiterate the importance of implementation and enforcing anti-bullying policies that protect LGBTQ students from anti-gay harassment. In a "Dear Colleague Letter," the OCR delineated that some anti-gay bullying may be the schools' responsibilities under one or more federal anti-discrimination laws, including Title IX, which prohibits discrimination on the basis of sex in education programs receiving federal funds. The "Dear Colleague Letter" issued a

direct and clear warning that school districts violate Title IX and OCR regulations when student peer-on-peer harassment based on sex is sufficiently serious that it creates a hostile environment, “and such harassment is encouraged, tolerated, not adequately addressed, or ignored by school employees” (OCR, 2010, p. 1). The “Dear Colleague Letter” was a plain and unambiguous reminder for school districts and their personnel of their responsibility in accordance to Title IX to protect all students, including LGBT students, from sexual harassment.

The “Dear Colleague Letter” goes on to define harassment and includes technology and social forums as venues for harassment. The OCR (2010) wrote:

Harassing conduct may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student’s ability to participate in or benefit from the services, activities, or opportunities offered by a school. When such harassment is based on race, color, national origin, sex, or disability, it violates the civil rights laws that OCR enforces. (p. 2)

The “Dear Colleague Letter” warns that school districts that violate Title IX and OCR regulations when student peer-on-peer harassment based on sex is sufficiently serious that it creates a hostile environment, “and such harassment is encouraged,

tolerated, not adequately addressed, or ignored by school employees” (OCR, 2010, p. 1). Jurisprudence from courts has supported this letter all over the country including the U.S. Supreme Court.

Federal Litigation Trends

The U.S. Department of Education in March of 1997 released Title IX guidelines for schools that clearly delineated for the first time that while Title IX does not prohibit discrimination on the basis of sexual orientation, it prohibits sex-based harassment against homosexual students as well as heterosexual ones. That same year, Carolyn Wagner filed a complaint with OCR against the Fayetteville, Arkansas School District seeking relief under Title IX for the years of harassment and bullying that her son, William, had endured while a student in the district. Wagner accused the teachers and school administrators of ignoring the harassment and bullying that stemmed from William being gay. Title IX was used for the first time to address the bullying of gay and lesbian students, and, in 1998, the OCR and the Fayetteville School District reached an agreement requiring both OCR and the school district to recognize that sex-based harassment of gay and lesbian students may fall under Title IX (Lambda Legal, 2014).

In 1998, Aurelia Davis sued the Monroe County Board of Education, on behalf of her fifth grade daughter, LaShonda. Davis alleged that school officials failed to put a stop to her daughter’s suffering sexual harassment at the hands of another student. Davis also claimed that the school’s failure to intervene created an abusive environment that deprived her daughter of educational benefits assured to her under Title IX of the Education Amendments of 1972 (Title IX). After appeals that resulted in rulings in favor

of both district and plaintiff, the U.S. Supreme Court granted Davis certiorari, which means it agreed to hear the case (*Davis v. Monroe County Board of Education et al.*, 1999). The U.S. Supreme Court agreed with Davis and held that a recipient of Title IX funding may be held liable for student-on-student harassment where:

1. The harassment was severe, pervasive, and objectively offensive;
2. The school district had actual knowledge of the harassment; and
3. It acted with *deliberate indifference* to the harassment.

A plaintiff must, therefore, establish and prove harassment that is so “severe, pervasive, and objectively offensive,” and that it so undermines and detracts from the victim’s educational experience, that the victims are effectively denied equal access to an institution’s resources and opportunities (526 U.S. 639, 640-5, 1999).

After the Wagner case and the U.S. Supreme Court’s 1999 holding in *Davis* that student-on-student sexual harassment allows private action for damages against a school board receiving federal funds under Title IX, families began to seek legal and administrative remedies in cases where they could prove that the schools failed to provide protection warranted under Title IX.

Soon after the U.S. Supreme Court’s *Davis* ruling in 1999, federal courts began to recognize that targeting harassment and bullying toward children who are a sexual minority was against Title IX provisions. In *Ray v. Antioch Unified School District* (2000) (Ray), a California federal court became one of the first to acknowledge that anti-gay bullying may be actionable under Title IX. Just one month later, in *Montgomery v. Independent School District No. 709* (Montgomery), a Minnesota federal court followed

the precedence set by Davis in 1998 when a student took legal action after school district officials including counselors, teachers, bus drivers, administrators, hallway monitors, and even the superintendent, all failed to intervene and respond to the reports of bullying and harassment the student and his parents had made on his behalf. The family of the student claimed the discrimination was based in part by his perceived sexual orientation.

State Litigation Trends

In 2010, the Texas Education Agency added sexual orientation to its code of ethics. Under the Texas Administrative Code (2016), Title 19, Part 7, Chapter 247, Standard 3.4D,

The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation. (p. 1)

While the state courts and state governing body have resisted from creating laws that explicitly protect LGBTQ students and families, TEA adding sexual orientation to its code of ethics is a big step forward. Moreover, the Texas Association of School Boards (TASB) recommended in 2012 that districts list sexual orientation and gender identity as examples of gender-based harassment prohibited by the school board policy. More than 900 districts adopted these recommendations in 2012, which stemmed from recommendations from the U.S. Department of Justice (Wright, 2015).

In February of 2014, Texas courts awarded a former student of Kilgore High School \$77,500 for mental anguish following a long four-year ordeal of court hearings

that began when the student's coaches forced the student to disclose her sexual orientation in 2009. Then, the school personnel informed the 16-year old student's parents of her sexual orientation without the student's consent. The student was terminated from the softball team and was later also not allowed to join the volleyball team. Apart from the monetary settlement, the school district was also required to have staff development opportunities regarding sexual orientation and privacy policies and update its student/teacher handbook to include the district's anti-discrimination explicit policy for sexual orientation (St. Amant, 2014).

Overall, researchers and educators must be aware that federal law and policies mandate districts have clear protocol and explicit training opportunities regarding discrimination, harassment, and bullying including sexual minority or LGBTQ students and their families. Moreover, litigation trends are headed toward fiscal responsibility of not only school districts but individual educators as well. Maybe if educators are aware of the personal responsibilities these trends implicate, they will be more willing to be attentive and less indifferent to bullying and harassment occurring in the schools every day and be more willing to participate in professional development opportunities to help them face these issues diligently.

Multicultural and Diversity Education in Teacher and Principal

Preparation Programs

Teacher Preparation Programs

Educators are at the trenches in promoting school safety and inclusion; therefore, responsibility for improving these antagonistic environments must be addressed by

teacher preparation programs that continue to exclude or minimize the trials and experiences of LGBT students, families, and educators (Athanases & Larrabee, 2003; DeJean, 2007; Dykstra, 2005; Jennings, 2007; Jennings & Sherwin, 2008; Kissen, 2002; Lipkin, 2005; Macgillivray, 2005a, 2005b; Mayo, 2004; Sausa, 2005; Sherwin & Jennings, 2006; Swartz, 2005). Recent research indicated that LGBTQ issues are ignored or given only limited attention in many U.S. teacher preparation programs. For example, a sample of teacher preparation programs in public universities and colleges across the U.S. found that 44.4% of elementary and 40% of secondary teacher preparation programs neglected to include explicit topics of sexual orientation within official program curricula (Jennings & Sherwin, 2008; Sherwin & Jennings, 2006). While informal discussions of LGBTQ issues may transpire in the classroom regardless of official program curricula, the absence of clear objectives targeting LGBTQ issues within so many programs' official curricula seems conflicting with the diversity goals of many teacher preparation programs.

College and university professors and instructors rely upon the content of their adopted textbooks to structure their classes. An analysis of the amount of content dedicated to LGBTQ issues is crucial. Although some instructors may use supplementation to address a lack of certain topics in textbooks, the instructor's subjectivity to what he or she may want to include heavily influences what is being taught in class. Also, when textbooks exclude certain groups of people, it sends a message to the reader that the group of people are not worthy of inclusion. Therefore,

future educators may conclude that teachers need not recognize and respond to the LGBTQ identities of students and families.

Jennings and Macgillivray (2011) examined the treatment of LGBTQ people and community in 12 popular multicultural education textbooks based on interviews with instructors and sales representatives (Table 1). Out of 11 textbooks (Byrnes & Kiger, 2005), one did not have an index and 10 had an index reference to LGBTQ, sexual orientation, or gender topics. The researchers, Jennings and Macgillivray (2011) further analyzed the textbooks for thematic categories and listed nine: (a) list inclusion, (b) discrimination, (c) experiences, (d) LGBTQ parents/guardians/families, (e) LGBT history, (f) strategies, (g) legal and professional responsibilities, (h) personal beliefs of educators, and (i) conceptual terms and framework. The researchers recommended:

We [researchers] recommend that to adequately include LGBT topics in teacher education courses, instructors keep in mind the four following points: (1) introduce language and concepts crucial to students' understanding of the LGBT topics, (2) allow students to discuss and examine their personal beliefs, (3) use a legal framework outlining the responsibilities of teachers relative to LGBT inclusion, and (4) avoid a singular focus on the victim narrative when discussing LGBT people. (Jennings & Macgillivray, p. 55)

Table 1

LGBTQ People and Community in Popular Multicultural Education Textbooks

Textbook Title	Index Reference to LGBTQ	Table of Contents Reference to LGBTQ	No. of Lines in book with LGBTQ Content	Estimated % of textbook dedicated to LGBTQ content
Langer de Ramirez, L. (2006). <i>Voices of diversity: Stories, activities, and resources for the multicultural classroom</i> . Upper Saddle River, NJ: Pearson. (190 pages, 45 lines per page)	✓	✓	1050	12.2
Byrnes, D., & Kiger, G. (Eds.) (2005). <i>Common bonds: Anti-bias teaching in a diverse society</i> (3rd ed.). Olney, MD: Association for Childhood Education International. (133 pages, 52 lines per page)	N/A	✓	655	9.47
Spradlin, L., & Parsons, R. (2008). <i>Diversity matters: Understanding diversity in schools</i> . Belmont, CA: Thomson Wadsworth. (298 pages, 46 lines per page)	✓	✓	1210	8.82
Nieto, S., & Bode, P. (2008). <i>Affirming diversity: The sociopolitical context of multicultural education</i> . New York, NY: Pearson. (46 lines per page, 436 pages)	✓		831	4.14
Gollnick, D., & Chinn, P. (2009). <i>Multicultural education in a pluralistic society</i> (8th ed.). Upper Saddle River, NJ: Pearson. (402 pages, 47 lines per page)	✓	✓	581	3.08
Cushner, K., McClelland, A., & Safford, P. (2009). <i>Human diversity in education: An integrative approach</i> (6th ed.). New York, NY: McGraw-Hill. (452 pages, 50 lines per page)	✓	✓	612	2.71
Grant, C., & Sleeter, C. (2007). <i>Doing multicultural education for achievement and equity</i> . New York, NY: Routledge. (246 pages, 40 lines per page)	✓		167	1.69

Table 1 (Continued)

Textbook Title	Index Reference to LGBTQ	Table of Contents Reference to LGBTQ	No. of Lines in book with LGBTQ Content	Estimated % of textbook dedicated to LGBTQ content
Banks, J. (2008). <i>An introduction to multicultural education</i> . Boston, MA: Pearson. (120 pages, 44 lines per page)	✓		26	.49
Oakes, J., & Lipton, M. (2007). <i>Teaching to change the world</i> (3rd ed.). Boston, MA: McGraw Hill. (512 pages, 45 lines per page)	✓		83	.36
Campbell, D. E. (2010). <i>Choosing democracy: A practical guide to multicultural education</i> (4th ed.). Boston, MA: Allyn and Bacon. (407 pages, 45 lines per page)	✓		48	.26
Spring, J. (2008). <i>The intersection of cultures: Multicultural education in the United States and the global economy</i> (4th ed.). New York, NY: Lawrence Erlbaum Associates. (306 pages, 40 lines per page)			32	.26
Garcia, E. (2002). <i>Student cultural diversity: Understanding and meeting the challenge</i> (3rd ed.). Boston, MA: Houghton Mifflin. (413 pages, 46 lines per page)			0	0

Principal Preparation Programs

There is little research on LGBTQ topics in principal preparation programs and how they are being addressed or even if they are addressed at all. The need for change in school environments and supportive faculty and staff members has been established (Kosciw, Greytak, Palmer, & Boesen, 2014), but little has been done in the exploration of how principal preparation programs are tackling this need.

In 2014, researchers surveyed 218 full-time faculty professors of university principal preparation programs in the United States to investigate how future principals

are being prepared for social justice leadership giving specific attention to LGBTQ persons (O'Malley & Capper, 2014). A descriptive analysis of Likert-type scale responses with cross-tabulation of selected survey questions and constant comparative analysis of open-ended questions was used to provide a view of the perceptions education leadership faculty had regarding equitable leadership for lesbian, gay, bisexual, transgender, intersex, and questioning persons. The researchers found that LGBTQ identities and themes are slightly integrated into U.S. principal preparation programs, including those identified as social justice programs. The researches further found that the social justice programs that did address LGBTQ identities mostly depended on one faculty member or one course, instead of the issues being integrated throughout the preparation program.

Limited research on how teacher preparation programs and principal preparation programs address LGBTQ issues exists; however, the change in acceptance in American culture of LGBTQ rights may encourage researchers to dedicate more time to this incredibly important area of study.

LGBTQ Professional Development Trends

Existing diversity education includes race, religion, disabilities, gender, age, and sexual orientation. Teacher education programs talk about sexual orientation and treating students with respect, but are they addressing the issue of students with parents who are of the LGBTQ community? Are teachers being prepared to diffuse situations that may arise among students and take those opportunities and make them learning experiences for his or her students? According to research (Batchelder, 2008; Emfinger, 2007; Fox,

2007; Ryan & Martin 2000; Wolfe, 2006), culturally responsive teaching has generally focused on three methodologies: (a) guest speakers, (b) children's literature, and (c) a multicultural curriculum that encompasses all students. Although educators have become more diverse in racial and ethnic literary and curriculum reforms, the LGBTQ community is still not included in our educational and academic discourse.

Programs such as school climate assessments, anti-homophobic education, in-service workshops, gay-straight alliances/creation of safe spaces, and incorporation of LGBTQ issues in curriculum provide evidence of efforts to counter hostility and negativity in schools and improve safety for LGBTQ in schools (Blackburn & Smith, 2010; Franck, 2002; Horowitz & Hansen, 2008; Kilman, 2007). However, LGBTQ equality in schooling has been elusive due to institutional heteronormativity, which situates "normal life" within the heterosexual—perpetuating heterosexism and homonegativity by positioning LGBTQ students and their families as different (DePalma & Jennett, 2010; Donelson & Rogers, 2004; Macintosh, 2007). For example, teachers may depict families as those with a mother and father only and may avoid discourse when the subject is homosexuality. By doing this, educators inadvertently exclude LGBTQ students or students with LGBTQ parent, parents, or siblings. Khayatt (2006) mentioned, "Schools both reinforce and, at the same time, reflect mainstream normative genders and sexualities" (p. 135). Khayatt asserted that schools teach heteronormativity through the curriculum, and teachers, administrators, school boards, and parents reinforce gender expectations and dominant group values of sexuality. Through

exclusive norms and institutional heteronormativity, the K-12 system engenders school environments that are not always safe and conducive for learning for LGBTQ students.

Burt, Gelnaw, and Lesser (2010) recommended several steps to include LGBT members in schools for teachers and administrators. These researchers delineated practical application of cognizant behavior and modifications in educators to ensure all students and their families are included and feel part of the school community. The researchers recommended changing language use and choice of words when communicating with children. For example, instead of saying, “Take this to your mom and dad,” the teacher may say, “Take this home to your family.” Simple changes can make a remarkable difference. Furthermore, recommendations for curriculum change that may be more challenging, are also made by Burt et al. (2010). They affirmed curriculum should be evaluated and reformed to include all cultures and family dynamics included same-gender parenting. These effective techniques should be included, as mentioned before, in pre-service programs to strengthen and enhance teacher preparation.

This study focused on measuring the attitudes of pre-service teachers, in-service teachers, future educational leaders, and current principals on homosexuality and analyzed whether existing undergraduate college education classes and professional development opportunities are meeting the needs of the LGBT families and what can be done to improve our current system.

CHAPTER III

METHODOLOGY

Research Setting

This investigation was conducted in a U.S./Mexico border city. According to the 2010 U.S. census, the city's population was 236,091. According to the census, the city's population was 95.36% Hispanic. Research sites utilized for this study were two local school districts situated within the city and a state-supported university that offered undergraduate and graduate education courses.

The first district involved in this study (District A) was established in 1882 and encompassed more than 13 square miles. There were 20 elementary schools, 4 middle schools, and 4 high schools. There was an early college high school located on the local university campus and an alternative campus for discipline-related issues. There was a non-traditional high school for students who had not excelled in the regular high schools and were at an increased risk of dropping out.

The Texas Academic Performance Report (TAPR, 2015a, 2015b) contained information about the student population. The district's student population consisted of 24,659 students, of which 98.9% were Hispanic, 0.8% White, 0.1% Asian, and 0.1% African American, and 0.1% were two or more races. Moreover, 91.7% of the students were identified as "economically disadvantaged," which was much higher than the state's average of 58.8% (TAPR, 2015a, 2015b).

The TAPR (2015a, 2015b) report also contained information about the teachers. The majority of the teachers were Hispanic (96.1%). The rest of the teacher population contained 2.2% White, 1.1% Asian, 0.5% African American, and 0.1% American Indian. The annual turnover rate for teachers was 9.1%, which was lower than the state's 16.6% rate. The mean for years of teaching experience teachers was 13.7 years, which was higher than the state's average of 11.0 years.

The second district involved in this study (District B) was established in 1961 as a consolidation of three districts. District B had 41 schools that included 4 high schools, 1 ninth grade campus, 1 alternative campus for discipline related issues, 8 middle schools, and 27 elementary schools.

The TAPR report for the 2014-2015 school year also contained information about the district statistics and demographics. According to the 2014-2015 TAPR, this district served 43,297 students and had 146.9 campus administrators (school leadership), 81.9 district/central administrators, and 2,562.9 teachers. The district's student population consisted of 98.7% Hispanic, 0.8% White, 0.3% Asian, and 0.1% African American students. Moreover, the report identified 76.7% of the students as "economically disadvantaged" (TAPR, 2015a, 2015b).

The same TAPR report contained information about teachers. The report identified 94.7% of the teachers as Hispanic, 3.7% White, 0.9% Asian, 0.1% African American, 0.1% American Indian, and 0.4% identified as two or more races. According to the same report, there was an annual 7.8% turnover rate in teachers, which was lower

than the state's 16.6% rate. The average years of experience in teachers was 12.1 years, which was higher than the state's average of 11.0 years.

The third site was a local university that had been open as a four-year university since the fall of 1995. It began in 1970 as an extension center of a four-year university focusing on teacher education and business. The "center" only offered junior and senior level work allowing local citizens to earn a bachelor's degree for the very first time. In 1993, its name was changed to what it is now, and in the Fall of 1995 the 74th Texas Legislature approved an expansion to four-year status. It also further authorized the university to develop joint degree programs with Mexican and Canadian institutions of higher education, thus giving it an "International" status. Additional authorization has since permitted the development of doctoral level programs.

During the time of the study, the university was on 300 acres with an average of 6,800 students enrolled each semester. The university offered 32 undergraduate degrees and 28 graduate degrees. Academics were organized into four colleges: (a) College of Arts and Sciences, (b) A. R. Sanchez Jr. School of Business, (c) College of Education, and (d) College of Nursing and Health Sciences. Over 90% of the student body members at this university were Hispanic. This was representative of the community in which it was situated.

Participants

The total number of participants of the study was 309. The sample was reflective of the university and city population, with 95.1% of the sample being Hispanic.

Demographics

The study included 309 participants. The majority, 75.65%, of the participants ($n = 233$) identified themselves as females, 24.03% ($n = 74$) identified themselves males, .32% ($n = 1$) identified as transgender, and one participant did not answer the gender question.

The participants ranged in age from 18 to 70 years of age; 59.5% of the participants were between the ages of 18 and 25 while three participants did not answer the question regarding age. The mean of participant age was 27.85, the median was 23, and the mode was 19 with a standard deviation of 10.875. Table 2 delineates the age of participants.

Table 2

Age of Participants

<i>M</i>	<i>SEM</i>	<i>Median</i>	<i>Mode</i>	<i>SD</i>	Range	Minimum	Maximum
27.85	.62	23.00	19.00	10.875	52.00	18.00	70.00

Note. $N = 306$.

Figure 1 shows the mean age of the participants was 27.85 years. The curve illustrates the majority of the participants were between the ages of 20-22 with a few outliers over the age of 60.

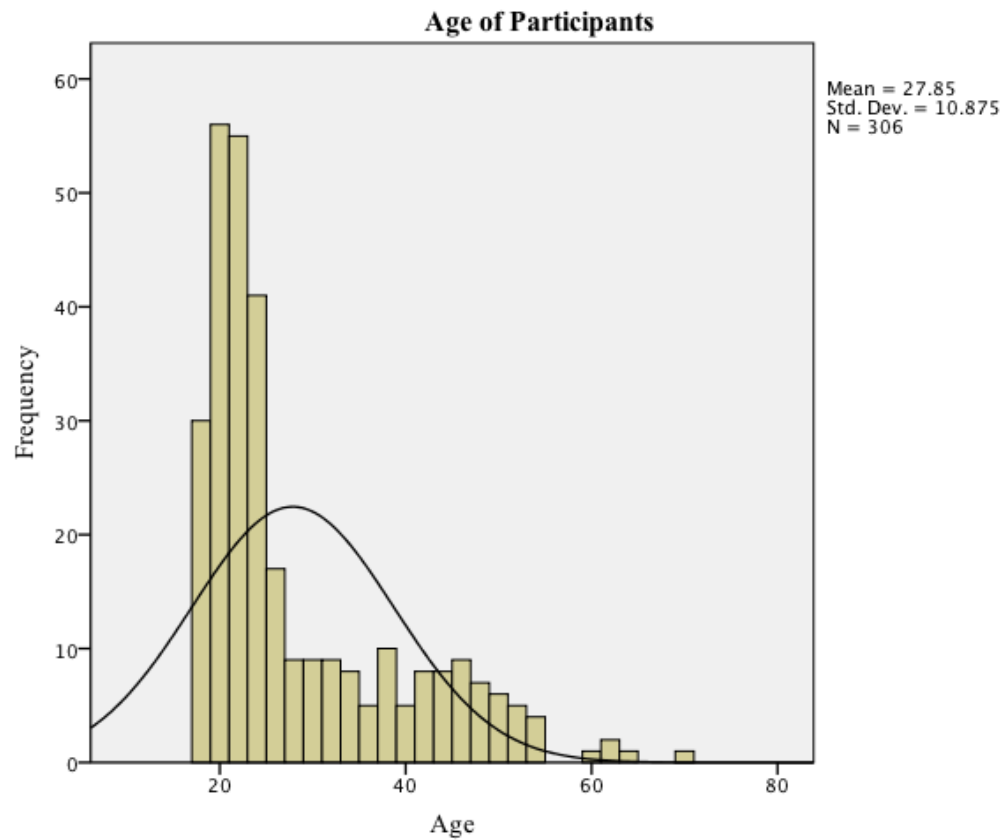


Figure 1. Distribution of the age of participants.

The majority (95.1%) of the participants were Hispanic ($n = 294$), with 3.6% ($n = 11$) Caucasian or White, non-Hispanic Origin, 0.3% ($n = 1$) were American Indian or Native, American, 0.3% ($n = 1$) Asian or Pacific Islander, and 0.3 % ($n = 1$) were Black, not of Hispanic Origin. One participant did not answer the ethnicity question. Table 3 shows the breakdown of ethnicity. “Others” is American Indian or Native American, Asian or Pacific Islander, and Black, not Hispanic.

Table 3

Ethnicity of Participants

Ethnicity	Frequency	Percent
Other	3	.9
Hispanic	294	95.1
Caucasian or White, not of Hispanic Origin	11	3.6
Total	308	99.7

The majority 66.3% ($n = 205$) of the participants identified as having a high school degree or high school equivalent, 15.2% ($n = 47$) participants said they had a bachelor's degree, and 17.5% ($n = 54$) said they had a master's degree. Three participants did not respond to their educational achievement. The participants also stated that 218 were undergraduate students and 58 were graduate students. In addition, there were 230 total female participants of which, 150 had a high school or high school equivalent, 42 had a bachelor's degree, and 38 had a master's degree. Moreover, there were 74 male participants of which 53 had a high school or high school equivalent, 5 had a bachelor's degree, and 16 had a master's degree. The participant who was transgender had a high school or high school equivalent diploma.

Approximately 2.3% of the U.S. population identifies as GLBT (NHIS, 2015). Because homosexuality was the interest for this study, it was reasonable to believe that approximately seven persons in the study could be GLBT. Therefore, Question 4 of the

Demographic & Background Information Survey (Appendix A) asked if respondents identified as LGBTQ. Out of 309 participants, 293 (94.8%) answered “no,” while 16 (5.2%) answered “yes.” All respondents answered this question.

Participants were asked what educational certifications they had or were seeking. Many (n = 147) of the respondents chose Standard Early Childhood/Bilingual Certificate (Grades EC-6) as the certification seeking or attained. It is important to note that some respondents indicated more than one certification sought or earned. Table 4 shows the certifications of the participants.

Table 4

Certifications of Participants

Certifications	<i>n</i>
Standard Early Childhood/Bilingual Certificate (Grades EC-6)	147
Standard Middle School Certificate (Grades 8-12)	44
Standard Secondary School Certificate (Grades 8-12)	95
Special Education Certificate (Grades EC-12)	41
Principal/Superintendent	61
Reading Specialist/Counselor/Librarian/Diagnostician	98
Other Graduate Certificate	85
Prefer Not to Answer	59

Participants were grouped into three subgroups: (a) undergraduate students, (b) graduate students, and (c) educational administrators. The demographics of the subgroups gives a clearer understanding of the participants. Table 5 shows the

breakdown in age of the subgroups, and Table 6 shows the gender of the participants by subgroups.

Table 5

Age of Participants by Subgroup

	Subgroups		
	Undergraduate	Graduate	Administrators
<i>M</i>	22.86	29.65	46.00
<i>SEM</i>	0.392	1.177	9.672
<i>Median</i>	21.00	27.00	46.00
<i>Mode</i>	19.00	25.00	46.00
<i>SD</i>	5.595	8.237	9.672
Range	30.00	34.00	93.555
Minimum	18.00	18.00	21.00
Maximum	48.00	52.00	70.00

Note. Undergraduate $n = 204$; Graduate $n = 50$; Administrators $n = 54$.

Table 6

Gender of Participants by Subgroup

Subgroups		Frequency	Percent
Undergraduate	Female	150	73.2
	Male	53	25.9
	Transgender	1	.5
Graduate	Female	44	88.0
	Male	6	12.0
Administrator	Female	39	72.2
	Male	15	27.8

Table 7 shows the ethnicity of the participants by subgroups. “Other” in this table refers to American Indian or Native American and Asian or Pacific Islander.

Table 7

Ethnicity of Participants by Subgroup

Subgroups	Ethnicity	Frequency	Percent
Undergraduate	Hispanic	197	96.1
	Caucasian or White, not of Hispanic Origin	7	3.4
Graduate	Other	2	4.0
	Hispanic	47	94.0
	Caucasian or White, not of Hispanic Origin	1	2.0
Administrator	Black, not of Hispanic Origin	1	1.9
	Hispanic	50	92.6
	Caucasian or White, not of Hispanic Origin	3	5.6

Table 8 shows the participants’ sexual identity by subgroup.

Table 8

Participants’ Sexual Identity by Subgroup

Subgroups		Frequency	Percent
Undergraduate	Not LGBTQ	194	94.6
	LGBTQ	11	5.4
Graduate	Not LGBTQ	46	92.0
	LGBTQ	4	8.0
Administrator	Not LGBTQ	53	98.1
	LGBTQ	1	1.9

Note: Undergraduate $n = 205$; Graduate $n = 50$; Administrator $n = 54$.

Participants were asked to answer “yes” or “no” to three statements to gain insight on their experiences with LGBTQ community. The three statements were:

1. I am friends with someone who is gay, lesbian, bisexual, transgender, or transsexual.
2. I have a family member who is gay, lesbian, bisexual, transgender, or transsexual.
3. I believe that having an understanding of LGBTQ issues is important.

Table 9 shows that the majority (89.2%, $n = 272$) of the participants stated they were friends with someone who is gay, lesbian, bisexual, transgender, or transsexual. A percentage of 10.8 chose “no” ($n = 33$) to this same statement, while 1.29% ($n = 4$) did not answer this statement. It also showed a slight majority of 55.3% ($n = 170$) answered “yes” to the statement regarding having a family member in the LGBTQ community. A percentage of 44.6% ($n = 137$) answered “no,” while only 0.65% ($n = 2$) left this statement unanswered. Lastly, Table 9 also shows that a great majority ($n = 296$; 96.4%) of the participants believe having an understanding of LGBTQ issues is important, while only 3.58% answered “no” to this statement and only 0.65% ($n = 2$) chose to not answer this statement.

Table 9

Personal Relationships of Participants with LGBTQ Community

I am friends with someone who is gay, lesbian, bisexual, transgender, or transsexual.				
	Frequency	Percent	Valid	Percent
no	33	10.7	10.8	10.8
yes	272	88.0	89.2	100.0
I have a family member who is gay, lesbian, bisexual, transgender, or transsexual.				
	Frequency	Percent	Percent	Percent
no	137	44.3	44.6	44.6
yes	170	55.0	55.4	100.0
I believe that having an understanding of LGBTQ issues is important.				
	Frequency	Percent	Percent	Percent
no	11	3.6	3.6	3.6
yes	296	95.8	96.4	100.0

Table 10 further shows the personal statements concerning LGBTQ family, friends, and issues broken down by subgroups. The participants were also asked to disclose whether they had ever taken a class in which LGBTQ issues were addressed. The majority of 52.6% answered “no” ($n = 146$) or “not sure” ($n = 32$) to this question; 41.4% answered “yes” to this same question ($n = 128$).

Table 10

Personal Relationships of Participants with LGBTQ Community by Subgroup

Subgroups		Frequency	Percent
I am friends with someone who is gay, lesbian, bisexual, transgender, or transsexual.			
Undergraduate	No	22	10.7
	Yes	181	88.3
I believe that having an understanding of LGBTQ issues is important.			
Undergraduate	No	7	3.4
	Yes	196	95.6
Graduate	No	1	2.0
	Yes	49	98.0
Administrator	No	3	5.6
	Yes	51	94.4
Graduate	No	4	8.0
	Yes	46	92.0
Administrator	No	7	13.0
	Yes	45	83.3
I have a family member who is gay, lesbian, bisexual, transgender, or transsexual.			
Undergraduate	No	95	46.3
	Yes	108	52.7
	Total	203	99.0
Graduate	No	17	34.0
	Yes	33	66.0
	Total	50	100.0
Administrator	No	25	46.3
	Yes	29	53.7

Furthermore, the participants were asked if they ever took a class and at what level was the class taken. The participants responded that 31.4% ($n = 94$) took the class at the undergraduate level. At the graduate level, 11% ($n = 33$) took such a class. At the middle or high school level, 9.03% ($n = 27$) took a class. At the elementary level, 3.34% ($n = 10$) took a class. Ten participants did not answer this question, and 45.15% ($n = 135$) stated they had never taken such a class. Table 11 shows a breakdown of the responses.

Table 11

Level Where LGBTQ Issues were Presented as Part of the Curriculum

	Frequency	Percent
Elementary School	10	3.2
Middle or High School	27	8.7
Undergraduate College	94	30.4
Graduate School	33	10.7
I have not taken such class(es)	135	43.7

Participants, who were educators at the time of the study, were asked if they had ever participated in professional development in which LGBTQ was presented as part of the conference session. The majority, 69.9% of the participants, answered “no” to this question ($n = 216$) as presented in Table 12.

Table 12

Educators Who Participated in Professional Development in Which LGBTQ was Presented as Part of the Conference/Session

	Frequency	Percent
No	216	69.9
Yes	32	10.4
Not Sure	31	10.0

Participants who were educators at that time were asked if they had ever participated in LGBTQ staff development. There were 99 participants who answered this question, and 67.6% answered “no” while 7% answered “not sure.” Only 25.2% ($n = 25$) of the participants answered “yes.” Table 13 shows how participants responded by subgroups.

Table 13

LGBTQ Professional Development Participation by Subgroup

Subgroups		Frequency	Percent
Graduate	no	34	68.0
	yes	9	18.0
	not sure	4	8.0
Administrator	no	33	61.1
	yes	16	29.6
	not sure	3	5.6

Note. Graduate $n = 47$; Administrator $n = 52$.

Sampling Procedures

College Courses

Online schedules of undergraduate and graduate courses were obtained to examine selected course listings in the semester the research was conducted. Six undergraduate education courses were selected to participate in the study with 11 sections. The classes selected were *Introduction into the Teaching Profession*, *Foundation of Education, Theory and Practice for Public Education*, and *Methods, Management, and Discipline*. The enrollment for these four classes was 237 students for the Fall 2015 semester. The other two courses were courses from the various education minors. Two classes with the most enrolled students were chosen: (a) *Coaching* and (b) *Classroom Diagnosing and Remediation of Reading Differences*.

Three master's level courses, one in the educational administration program and two in the School Counseling program, were selected for the study. Faculty members were contacted to receive permission to survey their specific classes. Classes were chosen based on their enrollment to survey the maximum students possible. These specific courses were chosen in order to avoid surveying the same students. The graduate classes had a total enrollment of 58 students for the Fall 2015 semester, and they were:

- One class from the master's program in educational administration: *EDAM 5301: School Administration*, which had 8 students enrolled in the Fall of 2015.

- Two classes from the master's program in school counseling: *EDCU 5307: School Counseling*, which had 25 students enrolled and *EDCU 5316: Counseling Practicum*, which also had 25 students enrolled.

The researcher contacted the professors of the classes via email and followed up with a phone call describing the nature of the study and obtained permission from the professors to survey their classes.

Testing Sites

District A. The researcher obtained permission from the superintendent's office to interview district's Director of Staff Development via telephone. The superintendent's office was also contacted to obtain permission to survey administrators during a leadership meeting. The superintendent suggested principals and assistant principals be contacted via email and be surveyed online instead.

District B. The researcher obtained permission from the superintendent's office to interview the district's Director of Staff Development via telephone. The superintendent's office was also contacted to obtain permission to survey administrators during a leadership meeting. The superintendent agreed to allow the researcher to survey the administrators in a paper format during a leadership meeting.

Analysis of University Curriculum

The researcher obtained permission from the College of Education Dean's office to review the undergraduate course syllabi. The researcher coordinated with department secretaries to go to the department office and evaluate the syllabi for the college of education undergraduate courses.

Analysis of LGBTQ Professional Development Opportunities at Local School

Districts

The researcher contacted the directors of the professional development offices at District A and District B via email. Five questions were sent to the directors via email. Both district directors participated and answered the questions via email, and only District B wanted to follow-up the email with a telephone interview.

Survey Instrumentation

Participants completed two surveys. First, a survey was used to gain demographic information as well as associations, if any, with a person(s) identified as LGBTQ. Participants were given the choice to not answer any item on this survey. The first section of the survey was a demographic questionnaire. Questions were intended to assess participants' age, gender, ethnic background, educational background, present level of study, certification, and sexual-orientation, and self-identification.

Additional questions were also included to indicate whether participants have friends or family members who identify themselves as gay, lesbian, bisexual, or transgender, whether participants have taken any college classes that include diversity topics specifically relating to LGBTQ issues, and if so how many, and lastly, whether participants who are currently educators have participated in professional development opportunities addressing diversity topics specifically relating to sexual minorities.

The final section of the demographic survey assessed participants' experiences with people who identify themselves as LGBTQ. This portion had three yes/no questions:

1. “I am friends with someone who is gay, lesbian, bisexual, transgender, or transsexual.”
2. “I have a family member who is gay, lesbian, bisexual, transgender, or transsexual.”
3. “I believe that having an understanding of LGBTQ issues is important in my professional development since I may be working directly with people (i.e. colleagues, students, parents) who are homosexual.”

Participants then completed *The Attitudes Toward Lesbians and Gay Men Revised Scale (ATLG-R)* (Herek, 1988, 1994). The *ATLG-R* is one of the more commonly used measures of attitudes toward gay and lesbian individuals (Appendix B). Using a continuum of “condemnation-tolerance” (p. 454) toward this population, the *ATLG* has 20 items; 10 items assess attitudes toward gay men (ATG) and 10 items assess attitudes toward lesbian women (ATL). Items are rated on a 9-point scale ranging from 1 = *disagree strongly* to 9 = *agree strongly*. Sample items are “Homosexual behavior between two men is just plain wrong” and “The growing number of lesbians indicate a decline in American morals.” Appropriate items are reverse scored and item ratings are averaged, with higher scores indicating more negative attitudes. The scores are added and divided by 20 for the final score. The score ranges are 1 (*extremely positive*) to 9 (*extremely negative*), with the ATL and ATG subscales scores ranging from 1 to 9.

The *ATLG* subscales have high levels of internal consistency when self-administered, with most college students ($\alpha > .85$) and with most nonstudent adult samples ($\alpha > .80$). Test-retest reliability ($r_s > .80$) has been demonstrated with

alternate forms (Herek, 1988, 1994). Validity of *ATLG-R* scores with samples of college students has been demonstrated through consistently high correlations with variables associated conceptually with anti-lesbian and anti-gay attitudes such as religion, conservative ideology, and little or no personal experiences with LGBTQ persons and community (Herek, 1988; Whitley & Lee, 2000).

Data Collection

I collected data from three separate entities: two school districts and one university. District A allowed for online administration of the survey. Participants were sent an email with the consent form and a link to both surveys using the online platform *Qualtrics*. District A had 22 respondents out of 75 (29.3%).

For District B, I introduced the nature of the study during a monthly leadership meeting for administrators. I read a script to the participants that informed them of the nature of the study, confidentiality procedures, and consent form, and that participation was completely voluntary. The two instruments were presented together in paper format with the consent form at the front, then the demographic questionnaire followed by the *ATLG* scale. I passed out the surveys and stepped outside to ensure anonymity protocol. Surveys were turned in to a sealed locked box. Once all participants finished, I collected the box and left the session. District B had 32 out of 62 possible participants (51.6%).

At the university, the two instruments were presented in paper format during class sessions with the consent form at the front and demographic questionnaire followed by the *ATLG* scale. I read a script to the participants, which described the nature of the study, confidentiality procedures that were implemented, description of the

consent form, and that participation was completely voluntary. I passed out the surveys, and stepped outside to ensure anonymity protocol. Participants placed the completed surveys in a manila envelope. Once all participants finished, the professor handed the large envelope to me, and I left the session.

Research Design and Data Analyses

The study had a quantitative and qualitative design. The quantitative component was used to analyze the data of the surveys. The researcher used a correlational design to examine attitudes on homosexuality of future teachers, current teachers, and current administrators. The research was designed to determine if the independent variables such as age, education, gender, and personal/familial relationships correlated in a positive or negative direction with the attitudes of the subjects. Simple regression, multiple regression, and *t*-tests were performed to examine the relationship among the variables of the participants and the various groups being surveyed.

Using qualitative content analysis, the researcher analyzed the syllabi of the undergraduate education classes. The content of the syllabi was categorized into three areas: (a) the textbook used, (b) the amount of class time dedicated to LGBTQ issues, and (c) instructional method(s) the professor uses with this topic (lecture, speaker, film, online, book, etc.).

Using a questionnaire, the researcher e-mailed the staff development directors of the same two districts where the educational leaders were surveyed. The following questions were asked:

1. What professional development opportunities has the district offered for LGBTQ issues?
2. What factors contributed to this professional development being implemented?
3. Why is this professional development needed in your district?
4. What future plans does your district have for LGBTQ professional development opportunities?
5. How is the professional development measured for efficacy?

Qualitative data was reported as a descriptive case study intrinsic in nature (Stake, 1995). Yin (2003) suggested multiple data sources should be used to enhance data credibility; therefore, the syllabi documentation was used as a comparison to students' responses. Moreover, the professional development directors' answers were compared to the administrators' responses regarding professional development. Data were analyzed by linking contributing factors and subject responses to existing research findings (Yin, 2003).

CHAPTER IV

FINDINGS AND THEMES

Introduction

The general purpose of this study was to gain information about the level of knowledge and understanding pre-service teachers and practicing professionals have in regard to LGBTQ students and families. Specifically, this investigation assessed the attitudes of pre-service teachers, in-service teachers, and current educational leaders working in public school districts toward homosexuality. Using *The Attitudes Toward Lesbians and Gay Men (ATLG) Scale* (Herek, 1994), their general knowledge, feelings, and projected behaviors toward the homosexuality measured in a statistical quantitative manner. This study also investigated variables including, age, sex, certification levels, experiences in coursework, LGBTQ professional development opportunities, and personal relationships with self-identified LGBTQ. The study also analyzed current curricula in undergraduate education courses at the local public university, and lastly, the study analyzed professional development opportunities at the same school districts where the research took place.

Research Questions

Research Question 1

What are the attitudes of undergraduate education students, graduate education students, and educational administrators regarding homosexuality as reflected on the *ATLG Scale*?

The first research question explored the nature of attitudes of educators possessed regarding homosexuality as reflected on the *ATLG Scale*. Participants completed *The Attitudes Toward Lesbians and Gay Men Revised Scale (ATLG-R)* (Herek, 1988, 1994).

There were 263 valid responses and 46 participants chose to not participate in the ATLG portion of the survey. On a scale of 1 to 9, with 1 being the most positive toward homosexuality and 9 being the most negative, the participants scored a mean of 2.88 with a standard of error of mean of a .09, a median of 2.6, and a mode of 1.00. There was a standard deviation of 1.53 and a variance of 2.35. This means that participants generally have a positive attitude toward homosexuality. Table 14 shows the statistics for the total scores and subscale scores of the participants.

Table 14

Participants' ATLG, ATL, and ATG Scores

	ATLG	ATL	ATG
Mean	2.8835	2.6586	3.1084
Std. Error of Mean	.09460	.09272	.10601
Median	2.6000	2.4000	3.0000
Mode	1.00	1.00	1.00
Std. Deviation	1.53415	1.50373	1.71927
Range	7.35	6.70	8.00
Minimum	1.00	1.00	1.00
Maximum	8.35	7.70	9.00

Note. n = 263.

There were 5.7% of the participants who scored a 1 on the ATLG scale, which is the most positive. There were 54.8% who scored between 1.05 and 3.0. Furthermore, 29.6% of the participants scored between a 3.10 and a 5.0, and 9.9% scored between a

5.15 and 8.35. The research concludes 90.1% of the participants had a positive to neutral attitude toward homosexuality. Only 9.9% of the participants had a moderately neutral to negative attitude toward homosexuality.

The subscale scores of the participants varied slightly. The lesbian subscale (ATL) mean was a 2.66, the gay subscale (ATG) mean was higher at 3.11, while the total scale score was a mean of 2.8835. This would indicate the participants are slightly less tolerant of male homosexuality than female homosexuality; however there is no significant difference in the two scores.

Research Question 2

Do educators' attitudes regarding homosexuality vary in relationship with the educators' age, gender, education level, certification(s), friendships with LGBTQ person(s), and coursework or professional development in LGBTQ issues taken?

The second research question addresses the attitudes of pre-service and in-service educators in relationship with the various variables the participants disclosed as part of the demographic survey. Variables computed for relationship assessment were the age of the participants, gender, ethnicity, LGBTQ identification, educational achievement, certifications, experiences with LGBTQ community, courses taken, and professional development opportunities in LGBTQ issues.

Age. A Pearson product-moment correlation coefficient was computed to assess the relationship between age and the ATLG scale scores of the participants. Although there were 263 participants, 3 participants did not answer the age question and were excluded from this analysis. In comparing the variable of age and the responses of the

participants, there was no significance between the two variables [$r = .041, n = 260, p = .508$]. Overall, there was a weak relationship between age and the ATLG scores of the participants. Table 15 summarizes the results.

Table 15

Correlation of Participants' Age and ATLG Scale Score

		Age	Total Scale
Age	Pearson Correlation	1	.041
	Sig. (2-tailed)		.508
	Sum of Squares and Cross-products	36072.382	183.248
	Covariance	118.270	.708
	<i>N</i>	306	260
Total Scale	Pearson Correlation	.041	1
	Sig. (2-tailed)	.508	
	Sum of Squares and Cross-products	183.248	616.646
	Covariance	.708	2.354
	<i>N</i>	260	263

Furthermore, a Pearson product-moment correlation coefficient was also computed to assess the relationship between age and the ATLG subscale scores in gay men (ATG) of the participants. When comparing the age variable to the subscales, the results also yielded no correlation between the age variable and the ATG subscale [$r = .053, n = 306, p = .391$]. Table 16 summarizes the results.

Table 16

Correlation of Participants' Age and ATG (Male) Subscale

		Age	Male Subscale (ATG)
Age	Pearson Correlation	1	.053
	Sig. (2-tailed)		.391
	N	306	260
Male Subscale (ATG)	Pearson Correlation	.053	1
	Sig. (2-tailed)	.391	
	N	260	263

A Pearson product-moment correlation coefficient was also computed to assess the relationship between age and the ATLG subscale scores in lesbians of the participants. When comparing the age variable to the subscales, the results also yielded no correlation between the age variable and the ATL subscale [$r = .023$, $n = 260$, $p = .710$]. Table 17 summarizes the results.

Table 17

Correlation of Participants' Age and ATL (Female) Subscale

		Age	Lesbian Subscale (ATL)
Age	Pearson Correlation	1	.023
	Sig. (2-tailed)		.710
	N	306	260
Lesbian Subscale (ATL)	Pearson Correlation	.023	1
	Sig. (2-tailed)	.710	
	N	260	263

Gender. The next variable analyzed for differences was gender. An independent-samples t -test was conducted to compare differences in male and female ATLG total

scales. The transgender variable was not included in the analysis since there was only one respondent identified as transgender, and one participant did not answer the gender question. There was no significant difference in the ATLG total scores between male ($M = 3.03$, $SD = 1.54$) and female ($M = 2.8449$, $SD = 1.54$) respondents; $t(259) = -.828$, $p = .409$. Table 18 summarizes the results.

Table 18

Comparison of Participants' Gender Differences in Attitudes on ATLG Scale

	Gender	<i>N</i>	<i>M</i>	<i>SD</i>	<i>SEM</i>
Total	Female	196	2.8449	1.53574	.10970
Scale	Male	65	3.0269	1.53880	.19086

An independent-samples t -test was also conducted to compare differences in the attitudes of male and female participants based on their responses in the lesbian subscale averages. There was no significance difference in the ATL subscale scores between male ($M = 2.59$, $SD = 1.50$) and female ($M = 2.69$, $SD = 1.50$) respondents; $t(259) = .452$, $p = .652$. Table 19 summarizes the results.

Table 19

Comparison of Participants' Gender Differences in Attitudes on ATL Scale

	Gender	<i>N</i>	<i>M</i>	<i>SD</i>	<i>SEM</i>
Lesbian	Female	196	2.6898	1.50969	.10784
Subscale (ATL)	Male	65	2.5923	1.50388	.18653

An independent-samples *t*-test was also conducted to compare differences in male and female responses in gay subscale totals. There was no significance difference in the ATG subscale scores between male ($M = 3.00$; $SD = 1.69$) and female ($M = 3.4615$; $SD = 1.78$) respondents; $t(259) = -1.883$, $p = .061$. Table 20 shows the data analysis.

Table 20

Comparison of Participants' Gender Differences in Attitudes on ATG Scale

	Gender	<i>N</i>	<i>M</i>	<i>SD</i>	<i>SEM</i>
Male	Female	196	3.0000	1.69073	.12077
Subscale (ATG)	Male	65	3.4615	1.77664	.22037

The study also explored the relationship of the ATLG score and the respondents' LGBTQ identity. An independent-samples *t*-test was also conducted to compare ATLG scale scores of those identified as LGBTQ and those who did not. There was no significance difference in the ATLG scale score of those who did not identify as LGBTQ ($M = 2.92$, $SD = 1.49$) and those respondents who did identify as LGBTQ ($M = 2.31$, $SD = 2.08$); $t(261) = 1.49$, $p = .139$. Table 21 summarizes the results.

Table 21

Comparison of LGBTQ and Non-LGBTQ Differences in Attitudes on ATLG Scale

	LGBTQ	<i>N</i>	<i>M</i>	<i>SD</i>	<i>SEM</i>
Total ATLG	No	248	2.9179	1.49376	.09485
Scale	Yes	15	2.3133	2.07601	.53602

An independent-samples *t*-test was also conducted to compare subscale lesbian scores of those identified as LGBTQ and those who did not. There was no significance difference in the ATL subscale score of those who did not identify as LGBTQ ($M = 2.69, SD = 1.46$) and those who did identify as LGBTQ ($M = 2.25, SD = 1.97$); $t(271) = 1.122, p = .263$. Table 22 summarizes the results.

Table 22

LGBTQ and ATL Subscale Comparison

	LGBTQ	<i>N</i>	<i>M</i>	<i>SD</i>	<i>SEM</i>
Lesbian	No	258	2.6919	1.46361	.09112
Subscale (ATL)	Yes	15	2.2467	1.96755	.50802

Furthermore, an independent-samples *t*-test was also conducted to compare subscale gay scores of those identified as LGBTQ and those who did not. There was no significance difference in the ATG subscale score of those who did not identify as LGBTQ ($M = 3.14, SD = 1.70$) and those who did identify as LGBTQ ($M = 2.38, SD = 2.25$); $t(285) = 1.65, p = .099$. Table 23 summarizes the results.

Table 23

LGBTQ and ATG Subscale Comparison

	LGBTQ	<i>N</i>	<i>M</i>	<i>SD</i>	<i>SEM</i>
Male	No	272	3.1404	1.70343	.10329
Subscale (ATG)	Yes	15	2.3800	2.25173	.58139

Education level. A comparison of the participants' educational level and their attitudes toward homosexuality were also analyzed. Table 24 shows the high school or high school equivalent group had a mean of 2.89, the bachelor's degree group had a mean of 2.74, and the master's degree group had a mean of 2.94. A one-way between subjects ANOVA was conducted to compare if the educational achievement had any correlation on the ATLG score of the participants. There was no significant difference.

Table 24

Comparison of Participants' ATLG Scale Scores Based on Educational Achievement

Educational Achievement	<i>M</i>	<i>N</i>	<i>SD</i>	Range
High school or high school equivalent	2.8886	171	1.57625	7.35
Bachelor's Degree	2.7977	43	1.45357	5.50
Master's Degree	2.9408	49	1.47936	4.45
Total	2.8835	263	1.53415	7.35

Personal relationships with LGBTQ. An analysis of the attitudes of those who had LGBTQ friends and those who did not was also done. There was a statistical significant difference between the two groups. Table 25 shows the means of the two groups and shows the independent-samples *t*-test.

Table 25

Comparison of ATLG Means of Participants With and Without LGBTQ Friends

I am friends with someone who is gay, lesbian, bisexual, transgender, or transsexual		<i>N</i>	<i>M</i>	<i>SD</i>	<i>SEM</i>
Total	No	31	3.6097	2.00098	.35939
Scale	Yes	229	2.7766	1.44400	.09542
ATLG					

An independent-samples *t*-test was conducted to compare the ATLG scale means of participants who had a LGBTQ friend(s) and those who did not. There was a significant difference in the scores for those who had LGBTQ friends ($M = 2.7766$, $SD = .09542$) and those who did not ($M = 3.6097$, $SD = .35939$); $t(34.357) = 2.240$, $p = .032$. These results suggest that participants who had LGBTQ friends had more positive attitudes toward homosexuality than participants who did not have LGBTQ friends.

An analysis of the attitudes of those who had LGBTQ family and those who did not was also performed. There was a statistical significant difference between the two groups. Table 26 shows the means of the two groups and shows the independent-samples *t*-test.

Table 26

Comparison of ATLG Means of Participants With and Without LGBTQ Family Member

I have a family member who is gay, lesbian, bisexual, transgender, or transsexual.		<i>N</i>	<i>M</i>	<i>SD</i>	<i>SEM</i>
Total	No	121	3.1847	1.64277	.14934
Scale	Yes	141	2.6227	1.39420	.11741
ATLG					

There was a significant difference in the scores for those who did have a LGBTQ family member ($M = 2.6227$, $SD = 1.39420$) and who did not have a LGBTQ family member ($M = 3.1847$, $SD = 1.64277$), $t(236.684) = 2.958$, $p = .003$. Specifically, these results again indicate participants are more positive attitude toward homosexuality if they have a LGBTQ family member.

Moreover, an independent samples t -test was also conducted to compare the attitudes of participants who had taken a class that identified covering LGBTQ topics and those who did not. There was no significant difference between the participants who had taken an LGBTQ class ($M = 2.7259$, $SD = 1.48474$) and those who had not taken a class covering LGBTQ issues ($M = 3.0389$, $SD = 1.58972$), $t(230) = 1.539$, $p = .125$.

Research Question 3

To what extent are LGBTQ topics being discussed and covered in the local undergraduate education program? How do staff development directors decide what LGBTQ professional development opportunities should be made available? What factors contribute to their decision?

In order to gain insight of what topics, if any, regarding the LGBTQ community were studied in the teacher preparation programs in which the undergraduate and graduate participants were surveyed, an analysis of the syllabi of the undergraduate and graduate classes was done. I analyzed the syllabi and identified required textbooks, required reading materials, time allotment dedicated to LGBTQ topics, and instructional technique(s) used by professors (i.e., lecture, film, speakers, and group discussions).

I contacted the College of Education and gained access to the syllabi catalogs that included the Fall 2015 and Spring 2016 undergraduate courses. Two undergraduate courses had LGBTQ issues included in their syllabi. The undergraduate courses were *EDCI 3224: Teaching in Diverse Settings* and *EDDP 4324: Teaching Diverse Student Population*. Table 27 shows the required textbook(s), required reading material, time allotment, and instructional strategy used by professors in these college courses.

Table 27

Syllabi Analysis of LGBTQ Issues in College of Education Undergraduate and Graduate Courses

Class	Required Textbook(s)	Required Reading Material	Time Allotment	Instructional Strategy
EDCI 3224	Multicultural Education in a Pluralistic Society (9th ed.). Gollnick, D. M. & Chinn, P. C. (2011)	Chapter 5: Sexual Orientation	2 class periods	Lecture; In-class discussion; Group Presentation Summarizing Chapter
EDDP 4324	Multicultural Education in a Pluralistic Society (9th ed.). Gollnick, D. M. & Chinn, P. C. (2011)	Chapter 5: Sexual Orientation	1 class period	Lecture; In-class discussion

The professors dedicated the same amount of time, 1-2 class periods, as they did to the other chapters and topics in the syllabi. Also, the professors used the same instructional strategies throughout their syllabi.

Both directors of the staff development districts received the questions via email, and only the director of District B discussed the questions via telephone interview. The

staff development director for District A stated in his email he did not want to participate in the study aside from answering the questions via email.

District A stated it has had multicultural education professional opportunities that included the LGBTQ community for its teachers through their Texas Region Education Service Center in 2011-2012. District A also had a district professional development opportunity covering LGBTQ issues for its counselors in the Fall of 2014. District A stated factors contributing to these professional development opportunities were recommendations from the Texas Region Education Service Center and recommendation from the superintendent's office. Moreover, District A stated LGBTQ professional development opportunities are needed to, "Empower educators with knowledge of the legal and ethical issues to ensure no child is left behind" (C. Trevino, personal communication, May 2016). Furthermore, the district is planning to have more district-based professional development opportunities for teachers next year, and the district uses evaluation forms filled out by the participants at the end of the sessions to assess the efficacy of the training.

District B has had district-based professional development opportunities including LGBTQ issues. The first was in October of 2014, which was a professional development for all district counselors. The professional development opportunity was solely on LGBTQ issues and included legal and ethical standards for counselors regarding the LGBTQ community and students. Moreover, District B gave another training to all of its educational leaders in August of 2015 that focused on transgender educational issues and rights. District B stated the superintendent's office and current

events happening at the district and state level were factors that contributed to the development of LGBTQ staff development opportunities.

In addition, District B stated that LGBTQ professional development opportunities were needed in its district because, “Professional development is a key component to support ongoing professional development learning opportunities for all district employees. It is a critical factor to improve the effectiveness and enhance professional career growth for all this impacting student achievement” (C. Rossell-Taboada, personal communication, June 5, 2016). Moreover, District B states the district works closely on current issues that address the needs of all individuals and works closely with community support groups that also offer professional development training in this area. Lastly, the district uses an evaluation paper form at the end of all professional development opportunities to assess the efficacy of the training. Then, the district follows up with an online evaluation 5 days after the training questioning the effectiveness and applicability of the training. District B stated both LGBTQ professional development opportunities resulted in very positive feedback from the participants.

A common theme in both districts is that LGBTQ issues are being addressed as issues regarding equality and rights of all students that arise in the district and states. The districts both stated their professional development opportunities are reactive, not proactive, to LGBTQ issues in the community.

CHAPTER V

SUMMARY, CONCLUSIONS, AND FINAL RECOMMENDATIONS

Introduction

This study responded to the paucity of research on the attitudes of pre-service and in-service teachers and future and current educational leaders regarding homosexuality. Specifically, this investigation assessed the attitudes toward homosexuality of pre-service teachers, in-service teachers, and current educational leaders working in public school districts. Using *The Attitudes Toward Lesbians and Gay Men (ATLG) Scale* (Herek, 1994), their general feelings and projected behaviors toward homosexuality were measured in a quantitative manner. This study also investigated variables including age, sex, certification levels, experiences in coursework, LGBTQ professional development opportunities, and personal relationships with self-identified LGBTQ. Lastly, the study reviewed current curricula in undergraduate programs at the local public university's College of Education and what professional development opportunities local districts have in place addressing LGBTQ issues.

The research regarding LGBTQ issues in the Latino community is sparse, and most of it has a small sample being interviewed or polled and only focuses on lesbian and gay issues excluding bisexual, transgender, and questioning topics because scales assessing LGBTQ issues have yet to be established as reliable and valid. More research in ethnic LGBTQ minorities are crucial for a better understanding of the real necessities in this subgroup, and development of a scale that assesses the attitudes toward LGBTQ

is crucial. This research took place in a community that is predominantly Mexican-American. The unique culture of this community gives insight to the scarcity of research regarding lesbian and gay issues and the Hispanic community but fails to address the attitudes toward the bisexual, transgender, and questioning community.

Summary of the Study

Attitudes Toward Homosexuality

The overall results of attitudes toward homosexuality seem positive at first glance. The mean scale score of the *The Attitudes Toward Lesbians and Gay Men (ATLG)* of all participants was a 2.88 on a scale of 1 to 9, one being the most positive and nine most negative. While Akerlund and Cheung (2000) and Guarnero (2007) reported Hispanic communities to be less accepting of the LGBTQ community, this research, which consisted of 95.1% of Hispanic participants, stipulated the Hispanic community has a positive attitude toward homosexuality.

Upon closer examination, while it may seem evident participants were comfortable with homosexuality, one must note that there were 14.88% ($n = 46$) of the participants who chose to not participate in the ATLG scale altogether. The reason or reasons they chose to not participate may vary from simply not wanting to participate in the research because of the topic itself or because they do not like to participate in research altogether. However, once these non-participants were taken into consideration, there was a possibility that up to 23.3% ($n = 75$) of the participants had a moderately neutral to a negative attitude toward homosexuality. This would include the 29

participants who had a moderately neutral to negative attitude toward homosexuality and the 46 participants who chose not to answer the ATLG scale.

Correlations Among Variables

There were no correlations found among participants' attitudes toward homosexuality and their age. While some may theorize younger generations tend to be more positive in their attitudes toward the gay and lesbian community, this study found no statistical significant difference in participants' responses in terms of age. Woodford, Silverschanz, Swank, Scherrer, and Raiz (2012) also found no correlation among undergraduate and graduate college students' age and attitudes toward homosexuality.

This study found no statistical difference in their responses in terms of gender. In the past, research with non-Hispanic samples has repeatedly found that attitude toward homosexual men are significantly more negative among heterosexual males than among heterosexual females. Also, prior research has indicated the attitudes of men toward gay men tend to be more negative than their attitudes toward lesbians, while females' attitudes toward lesbians and gay men do not differ significantly (Herek, 2002). However, prior research with a Hispanic samples found, like this study, no gender differences in the levels of negative attitudes and gay men and lesbian women. Furthermore, 0.3% ($n = 1$) participant identified as transgender, which is representative of the .3% of adults who identify themselves as transgender in the United States (Gates, 2011).

Moreover, there was also no correlation in those who identified themselves as LGBTQ and those who did not identify themselves as LGBTQ and their attitudes toward

homosexuality. It is important to note that 5.2% ($n = 16$) of the participants identified themselves as LGBTQ and falls within the 1.2% and 6.8% statistical range estimate of LGBTQ persons globally identified by researchers (Gates, 2011), but slightly higher than the estimated 3.8% of adults living in the United States in more recent polls (Newport, 2015). This may conclude that LGBTQ respondents were more willing to participate in the research than those who do not identify themselves as LGBTQ. The study also did not find any correlations in the participants' responses and their educational achievement, current education level, or participation in classes covering LGBTQ issues.

There was a statistically significant difference in participants who stated they had family who were LGBTQ. Those participants who stated they were friends with a member of the LGBTQ community were more positive in their attitudes toward homosexuality than those participants who stated they did not have any LGBTQ family. Moreover, there was also a statistical significant difference in participants who stated they had a friend who was LGBTQ compared to those who did not. Participants who stated they had a friend who was LGBTQ were more positive toward homosexuality than those who stated they did not have any friends who were LGBTQ. These findings are similar to those of Herek and Gonzalez-Rivera (2006) and Woodford et al. (2012). Herek and Gonzalez-Rivera (2006) found Mexican Americans who were less accepting of the gay and lesbian community were less likely to report personal relationships with a gay man or lesbian woman. Woodford et al. (2012) reported college students who have

LGBT friends, immediate family members, and transgender friends reported more encouraging LGBT attitudes than those without these social associations.

University Curriculum Review

This study showed LGBTQ issues were being explicitly covered in two undergraduate courses with the same amount of time and instructional strategies as the other topics in the class. The textbook being used in the classes is one of 12 popular multicultural textbooks as identified by Byrnes and Kiger (2005). According to Byrnes and Kiger, this textbook, *Multicultural Education in a Pluralistic Society*, has a table of contents that references LGBTQ issues. Moreover, this textbook also has an index that references LGBTQ issues and about 3.08% of the textbook is dedicated to LGBTQ issues.

According to the syllabi, general instructional strategies were lectures directed by the professor followed by class discussion of the chapter. The chapter covering the LGBTQ topic had been assigned to be read before the lecture in class. There is no mention in the syllabi of visual aids or notes used for outlining and discussion of the chapter. Further investigations, which could include visits to the classrooms during the lecture on LGBTQ issues and conversations with professors of students, would give greater insight as to the particulars of various instructional strategies used during the lesson. Moreover, although only 3.08% of the textbook is allocated to LGBTQ issues, both classes gave equal amount of time to LGBTQ topics in comparison to other topics in class. An interesting follow-up study could explore the need to focus more time on

LGBTQ issues since discrimination based on sexual identity is reportedly more openly prevalent than discrimination based on race, gender, or social economic status.

There were 303 participants who responded to the question asking them whether they had taken a course covering LGBTQ issues. There were 47.2% ($n = 146$) who stated they had never taken a class covering LGBTQ issues, and 10.4 ($n = 32$) participants were not sure if they had ever taken a class covering LGBTQ issues. However, 41.4% ($n = 128$) stated they had taken a course covering LGBTQ issues. A replication of this study should include to what extent those who took a course covering LGBTQ issues feel they better understand LGBTQ legal and ethical issues.

Professional Development

According to the two district staff development directors, professional development opportunities in the districts have been reactive to legal and ethical issues rather than being proactive in creating a supportive and accepting school environment of all students and parents including the LGBTQ. District A has had one professional development opportunity for a specific group of educators in their district: counselors. The same district stated they are working on developing a professional development opportunity discussing LGBTQ rights for all teachers for the 2016-2017 school year.

The second district, District B, has had two professional development opportunities discussing LGBTQ issues, particularly transgender student rights, for counselors and all administrators. The district stated they are working with community organizations to better serve the LGBTQ community in its district, but no specific plans were given for future professional development opportunities regarding LGBTQ issues.

Of the 309 participants, 54 were educational leaders, and only 29.6% ($n = 16$) stated they had participated in a professional development opportunity about LGBTQ issues. There was 61.1% ($n = 33$) of the participants who stated they had not participated in a LGBTQ professional development, 5.6% ($n = 3$) stated they were not sure, and 3.7% ($n = 2$) did not respond to this question. The participants' answers do not correlate with the districts' information of providing professional development opportunities for their administrators, which would mean that either the district is not being forthcoming about the opportunities, or lack thereof, or the professional development opportunity did not have a significant impact on the participants, and they, therefore, do not remember participating in it.

Implications for Practice and Future Research

Research has suggested there is a disadvantage to a traditional lecture approach in education (Sileo, Prater, Luckner, Rhine, & Rude, 1998). Education has moved to a more student-centered classroom with more interactive instructional and learning strategies that include collaborative learning opportunities, guest speakers, portfolios, and service learning. Since there was a positive correlation between participants who knew a person who was LGBTQ and their attitudes toward homosexuality, pre-service education programs might consider including guest speakers who are openly members of the LGBTQ community to give students a more personable perspective on the issues. Allinder (2001) reported experiential learning activities that included guest speakers and videos about people with disabilities, were the most effective in an introductory special education course. Moreover, Farruggio (2009) used an expert virtual guest speaker and

online discussions to expand Latino pre-service teachers' consciousness of bilingual education. The same could be done for multicultural classes and LGBTQ issues. If a student knows and interacts with the LGBTQ community, they may be more likely to have positive attitudes toward homosexuality.

Advocates for Youth (2016) recommended a lesson plan discussing LGBTQ issues for high school students. They recommended a panel of youth and young adults who are openly gay, lesbian, bisexual, and transgender to hold a question and answer panel discussion allowing youth to interact with openly members of the LGBTQ community and give the audience an opportunity to relate to the humanity of the speakers. When there is a discussion where real issues and experiences are being brought to light, the issues become real. The audience can feel, relate to, and empathize with the panel, and the learning opportunity becomes more relevant and effective than a textbook chapter reading assignment with a lecture. This same model can be applied to teacher preparation programs to better engage the learners and fulfill the objectives and goals of the lesson.

Professional development opportunities can affect the attitudes of educators regarding the importance of a positive school climate for LGBTQ students and their own abilities to address situations that create a negative climate for all students including LGBTQ youth (Greytak, Kosciw, & Boesen, 2013). However, little research has been done on the efficacy of professional development opportunities including LGBTQ issues. Greytak et al. (2013) stated there was a positive result in a two-hour training done in New York City, but there was no follow-up for measuring the effectiveness of the

training's long-term effects. School districts should establish a measure for measuring the effectiveness of a training's long-term effects and report to the participants the efficacy of such professional growth opportunities. This would support Malcolm Knowles' Adult Learning Theory to engage the learner during and after learning opportunities to maximize the experience of the learner and have "a spirit of mutuality between teachers and students as joint inquirers" (Knowles, 1980, p. 47).

According to both school districts in this study, professional development opportunities including LGBTQ issues have been a result of district and state incidents involving LGBTQ families and students. While at first, this may seem latent and reactive rather than proactive, Knowles' Adult Learning Theory states that adults need to know why they are learning something and its relevancy to their life or profession; therefore, a professional development that addresses issues before occurring in the district would most probably engage the learners more since learners would know why they need to know this and how relevant it will be to them professionally now and in the future.

Knowles (1980) also posited that adults learn experientially; therefore, guest-speakers/panels would also be beneficiary in professional development opportunities, as they would engage the learners in a more personal and affective level thus growing their experience exponentially. Many educational leaders stated they never participated in a LGBTQ training; however, it may be that the training was one which did not impress the educational leaders much, as they had already forgotten about it when they were surveyed.

Future research should focus on current attitudes of larger, more diverse populations, as well as other groups of educators such as current teachers, school nurses, counselors, and para-professional staff members to give researchers and practitioners a clearer view of the need for more educational opportunities to include LGBTQ issues. This study can be used as a catalyst to change the design of professional development opportunities and teacher education programs to include more experiential learning opportunities including guest speakers and panels, which will give the learner a more affective and personal learning opportunity.

Moreover, more research exploring the efficacy of current LGBTQ classes in post-secondary education courses and LGBTQ professional development opportunities is needed to better understand what direction the understanding and knowledge of LGBTQ issues in education are headed. Improved designs and better opportunities to learn about and discuss LGBTQ issues in education preparation programs and in-service trainings will help support and serve all students and families in our schools.

Limitations of the Study

This study has a number of limitations that will impact the ability to generalize the findings to a wider population of current educational leaders and future educators as well as other teacher preparation programs and professional development opportunities including LGBTQ issues. Additional research is needed to gain more information about the attitudes of pre-service teachers and in-service educational leaders toward homosexuality, and more research is also needed to gain more information about the inclusion of LGBTQ issues in teacher preparation programs in current professional

development opportunities. More in-depth procedures that go beyond surveys with a larger sample would give better insight to the attitudes of the participants. Also, a scale that assesses the attitudes of participants toward LGBTQ, and not just gay men and lesbian women, would also explore the attitudes of the participants regarding the bisexual, transgender, and questioning community, which is lacking in existing research.

Restricted Sample

The first limitation was the restricted sample. This study targeted pre-service teachers at one teacher education program in one area of the country. Therefore, the reported results may not represent the attitudes of other future teachers across the country. Also, because the location of the research was in a predominantly Hispanic community, the study sample had insufficient racial and ethnic diversity, to the degree that separate analysis to compare attitudes were not possible. Future research should examine these groups independently to see if any disparities are present and would allow generalizability to other demographic groups.

The study sample was selected from undergraduate and graduate education classes at the public university. Participation of the undergraduate and graduate classes depended on faculty members who were willing to allow their class or classes to participate. Therefore, the study reflected attitudes toward homosexuality of respondents only in courses allowing the researcher access, and not to the teacher preparation and graduate education program as a whole.

Furthermore, this study only explored the syllabi of one university as an individual single case-study analysis supporting the quantitative data provided by the

students at the same university. Therefore, the results cannot be generalized to other institutions of higher education in the country.

Self-Report Measures

Results of this study were based on self-report information. Since issues surrounding LGBTQ are areas that may cause discomfort for professionals (Schleis & Hone-McMahan, 1998), some respondents were unwilling to participate or perhaps did not provide accurate information or gave responses that were not necessarily representative of their true attitudes. Anonymity was reiterated before the survey was conducted to reassure participants and improve accuracy of information.

Conclusions

This study showed that pre-service educators and in-service educators have a generally positive attitude toward homosexuality, but future research should examine the current attitudes, feelings, knowledge, and behavior of larger, more diverse populations, as well as other groups, such as currently practicing teachers, counselors, librarians, and para-professional staff with a range of experiences. This study may be used as a starting point for districts to develop professional development opportunities that integrate guest speakers from the LGBTQ community and follow-up with the participants to evaluate their impact in schools.

By further exploring and considering the reasons that impact not only the attitudes, but also the knowledge, and behaviors of future and current teachers, and the connection between attitudes and behaviors, it will be more possible to design and implement intervention programs both in teacher preparation programs and in-service

staff development opportunities to increase knowledge and improve attitudes. These programs will help to make educators more prepared to help all students and parents in our community.

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APPENDIX A

Demographic & Background Information Survey

Please respond each question to the best of your ability.

1. Age_____
2. Gender: ___Female
 ___Male
 ___Transgender
3. Which of the following best describes your ethnic background?
 ___American Indian or Native American
 ___Asian or Pacific Islander
 ___Black, not of Hispanic Origin
 ___Hispanic
 ___Caucasian or White, not of Hispanic Origin
4. Do you identify as Lesbian, Gay, Bisexual, Transgender, or Questioning?
 ___Yes
 ___No
5. What is your highest education achievement?
 ___High school or high school equivalent
 ___Bachelor's degree
 ___Master's degree
6. If you are currently enrolled in school, what is your present level of study?
 ___Undergraduate
 ___Graduate
7. What undergraduate certification(s) are you seeking/have? Check all that apply.
 ___Standard Early Childhood/Bilingual Certificate (Grades EC-6)
 ___Standard Middle School Certificate (Grades 4-8)
 ___Standard Secondary School Certificate (Grades 8-12)
 ___Special Education (Grades EC-12)

8. What graduate certification(s) are you seeking/have? Check all that apply.

- Principal/Superintendent
- Reading Specialist/Counselor/Librarian/Diagnostician
- Other _____
- Prefer not to answer

9. Check yes or no to the following statements.

- yes no I am friends with someone who is gay, lesbian, bisexual, transgender, or transsexual.
- yes no I have a family member who is gay, lesbian, bisexual, transgender, or transsexual.
- yes no I believe that having an understanding of Lesbian, Gay, Bisexual, Transgender, Questioning issues is important in my professional development since I may be working directly with people (i.e. colleagues, students, parents) who are homosexual.

10. Have you ever taken a class or course in which Lesbian, Gay, Bisexual, Transgender, Questioning was/were presented as part of the curriculum.

- yes
- no
- not sure

Comments: _____

11. At what level was the class in which LGBTQ issues were presented as part of the curriculum?

- Elementary School
- Middle or High School
- Undergraduate college
- Graduate school
- I have not taken such class(es)

12. If you are presently an educator, have you ever participated in professional development in which LGBTQ was presented as part of the conference/session?

- yes
- no
- not sure

13. If you answered yes to question #12, when and where did you participate in this professional development? _____

APPENDIX B

Revised Long Versions (ATLG-R)

ATTITUDES TOWARD LESBIANS (ATL-R) SUBSCALE

Answer each item by circling the appropriate number next to each statement using the following scale:

1- (SD) Strongly Disagree

3- (D) Disagree

5- (N) Neither agree nor disagree

7- (A) Agree

9- (SA) Strong Agree

		SD	N	SA						
	To what extent do you agree or disagree with the following statements:	1	2	3	4	5	6	7	8	9
1.	Lesbians just can't fit into our society.	1	2	3	4	5	6	7	8	9
2.	A woman's homosexuality should not be a cause for job discrimination in any situation.	1	2	3	4	5	6	7	8	9
3.	Female homosexuality is bad for society because it breaks down the natural divisions between the sexes.	1	2	3	4	5	6	7	8	9
4.	State laws against private sexual behavior between consenting adult women should be abolished.	1	2	3	4	5	6	7	8	9
5.	Female homosexuality is a sin.	1	2	3	4	5	6	7	8	9
6.	The growing number of lesbians indicates a decline in American morals.	1	2	3	4	5	6	7	8	9
7.	Female homosexuality in itself is no problem unless society makes it a problem.	1	2	3	4	5	6	7	8	9
8.	Female homosexuality is a threat to many of our basic social institutions.	1	2	3	4	5	6	7	8	9
9.	Female homosexuality is an inferior form of sexuality.	1	2	3	4	5	6	7	8	9
10.	Lesbians are sick.	1	2	3	4	5	6	7	8	9
	<i>ATTITUDES TOWARD GAY MEN(ATG-R) SUBSCALE</i>									
11.	Male homosexual couples should be allowed to adopt children the same as heterosexual couples.	1	2	3	4	5	6	7	8	9
12.	I think male homosexuals are disgusting.	1	2	3	4	5	6	7	8	9
13.	Male homosexuals should not be allowed to teach school.	1	2	3	4	5	6	7	8	9

14.	Male homosexuality is a perversion.	1 2 3 4 5 6 7 8 9
15.	Male homosexuality is a natural expression of sexuality in men.	1 2 3 4 5 6 7 8 9
16.	If a man has homosexual feelings, he should do everything he can to overcome them.	1 2 3 4 5 6 7 8 9
17.	I would not be too upset if I learned that my son were a homosexual.	1 2 3 4 5 6 7 8 9
18.	Sex between two men is just plain wrong.	1 2 3 4 5 6 7 8 9
19.	The idea of male homosexual marriages seems ridiculous to me.	1 2 3 4 5 6 7 8 9
20.	Male homosexuality is merely a different kind of lifestyle that should not be condemned.	1 2 3 4 5 6 7 8 9