

ABSTRACT

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Representing all individuals and family structures in the classroom creates a strong classroom community. Children’s literature is a tool that can be used to bring up important topics and conversations in the classroom and create inclusivity. In particular, including the LGBTQ+ community within classroom spaces is critical in considering all students’ backgrounds. The LGBTQ+ community is often not given a place in the classroom. The result of this underrepresentation is that students who identify as part of the LGBTQ+ community or come from LGBTQ+ family structures, experience higher rates of bullying, harassment and suicide. This study examined the importance of using children’s literature representing LGBTQ+ and the level to which preservice teachers are prepared to embed inclusive content in their classrooms. The data found that there was a lack of course content aligned to prepare preservice teachers to embed LGBTQ+ content and other topics that may be considered “controversial.”