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ABSTRACT

This curriculum plan for educators is a three-credit undergraduate course that focuses on recognizing and eliminating gender bias in teacher attitudes and behavior. The purpose of the curriculum plan is to integrate gender equity awareness, skills, and competencies into teacher preparation programs. As a result, preservice educators will have an opportunity to examine their existing beliefs regarding gender equity before assuming their professional roles. The curriculum plan provides course participants an opportunity to explore the effects of gender-biased and gender-fair teaching techniques. The activities and ideas for discussion are action-oriented and require student participation in determining goals for altering existing structures that contribute to gender bias and develop means for accomplishing those goals. Activities are designed for 15 3-hour classes. Each class is based on a practical problem related to gender equity. Supporting content is listed for each practical problem, followed by valued ends. Several suggested activities are provided. There are suggested resources for class reading and further reference lists to enhance the learning. Nonprint media and transparencies, and an observation instrument are also included. Contains 110 references. (SM)

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ED 417 163

GENDER EQUITY

IN EDUCATION

A Curriculum Plan
for a Undergraduate
Education Course

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GENDER EQUITY

IN EDUCATION

A Curriculum Plan for an Undergraduate Education Course

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PREFACE



Funded by the Carl D. Perkins Vocational and Applied Technology Act through a grant from the Career Technology and Adult Learning Division of the Maryland State Department of Education, this curriculum plan for educators focuses on recognizing and eliminating gender bias in teacher attitudes and behaviors. The purpose of the curriculum plan is to integrate gender equity awareness, skills, and competencies into teacher preparation programs. As a result, preservice educators will have an opportunity to examine their existing beliefs regarding gender equity before assuming their professional roles.

The curriculum plan is also designed to provide course participants an opportunity to explore the effects of gender-biased and gender-fair teaching techniques. The activities and ideas for discussion are action-oriented and require student participation in determining goals for altering existing structures contributing to gender bias and developing means for accomplishing those goals.

The curriculum plan goals include the following:

- ≈ Develop a commitment to gender-equitable classroom practices in education.
- ≈ Promote gender-equitable curriculum that reflects the changing roles of men and women in society.
- ≈ Provide an opportunity for preservice educators to establish teaching styles and strategies that contribute to an equitable classroom climate.

Students completing this curriculum and all required activities, will be able to

- ≈ examine their existing beliefs regarding gender equity.
- ≈ use research-based instructional strategies and techniques to eliminate bias and disparities in individual teaching styles.
- ≈ evaluate existing gender bias in curriculum design, textbooks, non-print materials, teaching methods, and assessment tools.
- ≈ discuss and develop a rationale for promoting education that confronts bias related to gender.

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CURRICULUM PLAN OVERVIEW



Yvonne S. Gentzler, Ph.D., *Project Director*

This curriculum plan for educators is designed as a three-credit undergraduate class that focuses specifically on what teachers might do to address gender equity issues in education.

Activities have been designed for 15 three-hour classes. Each class is developed based on a *practical problem* related to gender equity that serves as the underlying theme for the day. The problems that comprise the basic course framework include

“What should be done about . . .

- ≈ gender equity issues in education?”
- ≈ the status of gender issues in today’s social institutions, including schools?”
- ≈ the educational implications of gender differences?”
- ≈ the origins and influences upon gender-role development?”
- ≈ the influence of gender upon teacher-student interaction?”
- ≈ peer influence upon gender-role development?”
- ≈ the influence of power upon gender equity?”
- ≈ laws related to gender equity?”
- ≈ promoting gender equity in schools?”

Supporting content is listed for each *practical problem* followed by *valued ends*. Several *suggested activities* are provided so that the

instructor can select those that are deemed most appropriate to address each practical problems. Each lesson outline has a list of *suggested resources* for class reading. The course instructor may also select those readings which s/he wishes to include. Students should be encouraged to read the *suggested resources* as preparation for the discussion and class activities. *For further reference* lists additional resources selected to enhance understanding of each lesson. When appropriate, *non-print media* have been selected. Black-line masters that can be used to make *transparencies* are included with each lesson outline providing visual conceptualizations gleaned from the research. The *pre-test* can also be used as a post-test.

It is my hope that this curriculum plan will serve as a starting point for gender-fair teaching practices in classrooms and will encourage the dialogue and debate needed for such change. The curriculum plan has been designed to raise questions and to assist future teachers with the resources needed to make a difference in education.

I extend my sincere appreciation to the project associate, the development team, the reviewers, and advising committee who contributed to the completion of this document. Without their support, wisdom, and efforts this project would not be a reality.

INTRODUCTION & CURRICULUM PLAN RATIONALE



C. June Wilson, Ed.D.

Although much has been written about gender issues in the last twenty years, there remains little in the school and university curriculum to facilitate discussion and learning opportunities about gender (Sadker & Sadker, 1994, Wilson, 1993, Woolever, 1981) even though social gender issues have become very poignant for educators because they raise difficult questions. Is gender a factor in student and teacher interaction? Can teachers facilitate better relations between the sexes? Do teachers and schools perpetuate outdated sex roles? Do teachers discriminate against students based on their sex by having different expectations for males and females? Will changing teaching techniques improve instruction for both sexes? If teachers can help, how do they receive adequate preparation to help them deal with gender issues in the classroom, to practice and conduct equitable instruction, and to eliminate disparate treatment patterns?

Currently, along with all the changes in attitudes about sex roles, relationships, and expectations, the education of future generations of teachers is the subject of much review, revision, and reform. The attention has resulted in several responses such as the establishment of the Holmes Group,

the Center for Educational Renewal, the National Board for Professional Teaching Standards, teacher-education programs which target mid-career professionals, and alternative teacher-certification methods. With the creation of the National Education Goals Committee and the emphasis on clearly-identified outcomes for the nation's students, it is clear that change will come to teacher education. There will be debate about what form that change should take. Those scholars, researchers, and practitioners who are advocates for sex equity in education see this as an opportune time to influence and effect change that will help ameliorate some of the negative consequences of gender bias and sex-role stereotyping that have affected students' learning and success in the classrooms of this country and that currently manifest themselves in print daily. The preponderance of gender equity issues in the 1990s and the reform movement in teacher education make this a particularly strategic time for equity advocates to influence change in education.

Because gender inequality systems are deeply embedded in the personality and self-concept of most all societal members and because fully half the population

derives substantial, tangible benefits from those inequalities, they are hard to change. Identifying successful ways to change them benefits the goal of gender equity by spreading the knowledge of successful models to counteract prejudice and bias. One of the most significant ways people learn to identify the qualities and behaviors associated with their gender is through dominant social institutions, and in modern industrial societies such as the United States, the political, economic, religious, and educational organizations constitute the dominant social institutions.

One theorist who believes that gender equity can be achieved—at least partially—by making major changes at the institution level is Janet Chafetz. Her book, *Gender Equity: An Integrated Theory of Stability and Change* (1990), strongly emphasizes the impact that major institutions, such as education, can have in making substantial changes in the status quo. For example, she stresses in her socialization theory that people learn their sex roles from parents, peers, media, games, sports, schools, clothing styles, language, and other social and cultural phenomena. In essence, her theory is that people learn behaviors, attitudes, priorities, and choices associated with their gender in early childhood, integrate those into their self-concepts, and mature into adults who will make further choices consistent with their gendered self-identity, thereby often perpetuating old stereotypes. The most significant way to change behavior, according to Chafetz's theory, is to change the systems and processes that socialize individuals

into stereotypical beliefs and behaviors. If gender equality is viewed as a desirable goal, one way to effect change in gender stratification is to change those people who help children develop their self concept. Hence, sensitizing prospective teachers to sex stereotyping and teaching them skills to eliminate it in the classroom should increase chances of helping to eliminate gender bias.

Chafetz's (1990) work provided a framework for the importance of targeting the key elements of society to bring about the most dramatic change leading to the most desired end. Gender systems automatically reproduce themselves. The processes by which they do so are present in all institutional arenas of social life, including the educational system. Because there are over 1,200 teacher-education institutions (Association of Teacher Educators, 1991), improvement of their preservice teacher-preparation programs represents an opportunity for potentially great change.

References to the importance of schools from elementary through higher education in achieving sex equity abound in the professional literature (Andersen, 1988; Carelli, 1988; Klein, 1985; Okin, 1989; Williams & Best, 1990). Schools often contribute to the creation of sex-role attitudes and behavior; some researchers have referred to learning gender as the "second curriculum" in the schools (Best, 1983). Curriculum materials, teachers' expectations, educational tracking, and peer relations encourage girls and boys to learn skills and self-concepts that are often differentiated by gender (Andersen, 1988;

Kiscaden, 1988) and characterized by stereotypical behavior. Arbitrary sex-role teaching may unnecessarily restrict the experience of children, and such restrictions may reduce the options and alternatives of adulthood (Bowman, 1978; Grayson & Martin, 1988; Sadker & Sadker, 1975; Williams & Best, 1990). While several studies on general sex-equity themes note the potential that exists for schools to be a part of the solution to sex bias and advocate a strong role for the teacher (Okin, 1989; Serbin, 1978; Williams & Best, 1990), some theorists (Katz, 1978) caution that the potential impact of teacher-education institutions on sexism in the schools is limited because teachers are socialized into the teaching profession after they are employed. Therefore, they say, the bulk of resources to prepare teachers should be directed at the in-service level rather than the preservice level. However, most researchers who advocate sex-equity preparation for teachers believe that it must come at the preservice level to stress to prospective teachers that gender is an important classroom issue and that they are expected to account for it in the curriculum and instruction in their own classrooms someday (Gay, 1990; Klein, 1988; Serbin, 1978; Wilson, 1993). Ideally, any program, model, or curriculum designed for the study of sex equity would be usable both for preservice and in-service teachers.

Recent research has shown the need for the study of gender equity in teacher preparation programs (AAUW, 1991; Dawson, 1981; Klein & Bogart, 1987; Sadker &

Sadker, 1985; Sadker & Sadker, 1994; Wilson, 1993; Zeichner & Liston, 1990). Studies and reports by the American Association of University Women (AAUW 1991, 1992) point out that numerous studies document that 20 years after the passage of Title IX of the Education Amendments of 1972, which was the Federal law prohibiting discrimination based on sex in education, American schools still engage in gender-biased practices and that gender equity is still not among the many issues discussed by national reform leaders. Several studies refer to the paucity of references to sex equity in literature on school reform, in national goals for education, and in major education works (AAUW, 1991; Grant, 1990; Grant & Secada, 1990; Tetreault & Schmuck, 1985). AAUW supports the call for reforming schools of education as a necessary adjunct to restructuring the elementary and secondary school systems, but is concerned that rarely do reformers call for any addition of sex-equity information or strategies to the teacher-education curriculum. This AAUW report (AAUW, 1991) cited research from three experts in gender equity. Gail Jones concluded that more-recently-educated teachers show as much gender bias as more-experienced teachers. Myra and David Sadker found in one study that a third of the teacher-education textbooks they surveyed did not mention sex-equity issues at all and that none of them included material on nonsexist teaching techniques. AAUW calls for curriculum reform in teacher-education institutions. For example, it criticizes strongly those institutions

which include in the study of human development only the ideas of Watson, Skinner, Piaget, Kohlberg, Freud, and Erikson, all of whom relied heavily on studies of data drawn mainly from male populations in formulating their theories. Other changes in teacher education called for by AAUW are the modeling of gender-equitable teaching methods by professors in teacher-education programs, in-service for teachers already in the field, special recruitment strategies to involve under-represented groups in teacher-preparation programs, and special steps taken by state, federal, and local officials to insure stronger leadership in developing equity programs.

AAUW has generated a list of recommendations for ways to include girls more equitably in education (The Wellesley Center, 1992). The recommendations that are most relevant to teacher preparation suggest the following steps be taken:

- ≈ State certification standards for teachers and administrators should require course work on gender issues, including new research on women, bias in classroom-interaction patterns, and the ways in which schools can develop and implement gender-fair multicultural curricula.
- ≈ Teachers, counselors, and administrators should be evaluated on the degree to which they promote and encourage gender-equitable and multicultural education.
- ≈ Teacher-training courses must not perpetuate assumptions about the

superiority of traits and activities traditionally ascribed to males or females in our society. Assertive and affiliative skills as well as verbal and mathematical skills must be fostered in both girls and boys.

- ≈ If a nationwide teachers' exam is developed, it should include items on methods for achieving gender equity in the classroom and in curricula.
- ≈ Teachers must help girls develop positive views of themselves and their futures, including presenting the obstacles women must overcome in a society where their options and opportunities are still limited by gender stereotypes and assumptions.

A National Council for Accreditation of Teacher Education (NCATE) requirement that teacher-education programs address multicultural education has been a standard of that organization since 1979 (NCATE, 1992). Despite this mandate and the calls for studying the role of gender in the instructional process, there is a startling lack of such study in teacher-preparation programs and when there is such a study, it is often conducted randomly, with no concrete outcomes (behavioral expectations) of the preservice student. Dawson (1981) and the Sadkers (1985) contended that despite the NCATE standard, state requirements for multicultural education, and national equity legislation, there is still rhetoric without substance in higher education in the development and implementation of multicultural education in teacher-preparation programs.

Klein and Bogart (1987) pointed out that although sex equity is a required topic in the American Association of Colleges for Teacher Education's program standards, many schools of education provide little preservice instruction in the area and that many teacher-education textbooks contain sex-biased language or neglect sex-equity issues completely. The authors credit many Women's Studies programs at universities for integrating sex-equity issues into the curriculum; much of the leadership for that work goes to the Wellesley College Center for Research on Women, according to Klein and Bogart.

A 1993 survey (Wilson, 1993) of 547 teacher-education institutions accredited by NCATE revealed that of the 200 who responded, 108 said they did not have a gender-equity strand in their preservice teacher-education programs, even though accreditation by NCATE requires that schools must address the multicultural education requirement which includes gender. Ninety institutions responded that they had sex-equity components. The number of model elements included in their programs varied greatly. Wilson (1993) further studied the three top-scoring institutions in the survey by visiting the campuses for interviews with faculty and administrators. Subsequently, case studies were written, describing classroom activities of some instructors; curricular materials and instructional methods; comments of instructors and administrators regarding the institutions' commitment to gender; and other factors such as community support. She concluded that one of the univer-

sities had misrepresented its commitment to gender equity, but that the other two had strong programs in some areas, with the quality and depth of the equity strand varying from teacher to teacher. The schools seemed to concentrate on identifying what was wrong in society and put minimal emphasis on implementing a desirable model for change. They had no across-the-board expectations that students preparing to become teachers would gain competency in sex-equity behaviors. Not all instructors in the same department taught gender equity, and those who did were left alone to devise their own curricula and teaching method. What was learned through the study was that the following factors affect the quality of a gender-equity component:

- ≈ Mandates matter. Schools usually try to address what is required. Advocates should watch for pertinent legislation and support it.
- ≈ Research findings are valued more than philosophical arguments about addressing equity. Advocates should capitalize on current events that indicate that gender inequality exists—pay equity disputes, incidents of sexual harassment—and use that data to demand that gender equity issues be addressed throughout the system.
- ≈ Deans of Education can be persuaded to action by influential equity advocates.
- ≈ Equity should be addressed by infusing the topic throughout the programs *and* having specialized courses that address sex equity directly.

Given that general public interests and research indicate that sex equity is a prominent issue for the 1990s and beyond, that teacher-education reform is under way, and that research has established the need for the addition of sex equity to the teacher-education curriculum, what ought to be done? It seems that the time is right to take concrete steps to insure that gender equity becomes an integral part of the preservice study of those who are preparing to be teachers. Gender equity advocates have devised models to achieve sex equity in education, and there is no dearth of sex equity materials to use in teacher-preparation programs. What has been missing up until now is a readily available, comprehensive, instructionally sound, research-based, in-depth, formal course that provides an experientially-formatted approach for addressing the role of gender in learning and classroom behavior. Such a course needs to be an integral part of the teacher-preparation curriculum.

The potential for use of such a course is great. Surely equity advocates and educators who consider gender equity worthy of addition to the teacher-education curriculum will herald the development of such a course as a badly needed new resource and will use it as a way of eliminating gender inequality. Larry Cuban (1992) has pointed out four kinds of curricula: the official, the taught, the learned, and the tested. With the addition of the following course to a teacher-preparation program, there can be insurance that gender equity is part of the official teacher-preparation curriculum and that it will be taught, learned, and tested.

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PRACTICAL REASONING: AN APPROACH TO PRACTICAL PROBLEMS



Lorna K. Browne, *Project Associate*

A practical problem orientation provides the curricular foundation for this course. This approach seeks to motivate morally defensible action in connection with gender equity issues.

A practical problem has the following characteristics:

- ~ It "is a question about what action to take" (Brown & Paolucci, 1979, p. 25). When a question is raised, a solution is sought in terms of taking action, even if the action is to do nothing. A practical problem demands answering and commitment to action; it is not enough to simply think about the problem (Reid, 1978).
- ~ It is a value question asking "what should I/we do? What is the best thing for me/us to do (Brown & Paolucci, 1979)?" Reasoning about practical problems involves negotiation between competing goals and values (Reid, 1978).
- ~ It is distinguished from a theoretical problem in terms of context, specificity of aim, and mode of solution. An individual or group of persons confront a practical problem in a specific context (Reid, 1978). Unique, contextually-bound conditions sur-

round the question, "What should I/we do" (Brown & Paolucci, 1979)?

- ~ It has a unique outcome, based upon the approach to action selected (Reid, 1978).

Practical Reasoning

Although Reid (1978) indicated that no particular method exists for addressing practical problems, practical reasoning is an approach which may be used when practical problems are considered. As the practical reasoning process is employed, decisions regarding what should be done about uncertain practical problems are made considering good reasons and acceptable value standards. Decisions made endorse actions consistent with the value standards (Coombs, 1986 in *The Maryland Conceptual Guide In Home Economics*, 1989).

Practical reasoning is a process that considers a number of interrelated elements with the goal of determining and justifying what a reasoner or group of reasoners should do with reference to problematic situations. The process is not linear; rather, it is cyclical. Once certain factors have been considered they can be revisited if deliberation regarding other elements requires reconsideration.

Elements of the Practical Reasoning Process

Element 1

State the Problem

Once a problem is identified, it should be stated as a value question that calls for action.

What should be done about

(issue in focus) _____

(where) _____

(when) _____?

Example:

What should be done about
(issue in focus) gender equity issues
(where) in education
(when) in today's society?

Clarify and Define Terms

Define terms in the stated problem which may be ambiguous to others seeking to understand your reasoning.

Element 2

Consider the Context

Identify facts that relate to the particular practical problem being considered. Include socioeconomic, historical, political, and other facts related to the problem so that it may be reasoned within a way that represents the truth of the situation in which the problem is found.

Element 3

Determine Valued Ends

Valued ends are the goals or desirable states/results that should exist when the problem has been addressed in a satisfactory manner. Valued ends should be stated in a way that describes the desired final state of affairs. Valued ends should be in harmony with one another; they should also be compatible with other elements of the process.

Element 4

Consider Alternate Means for Action

Alternate means are the possible courses of action that may be implemented to reach the valued ends and bring resolution to the problem that the reasoner considers acceptable.

Some questions that may be considered as alternative courses of action are examined.

- ≈ How will individuals and societal groups be affected by such action?
How will society, in general, be affected?
- ≈ What are the short-term and long-term consequences of acting in this way?
- ≈ Who benefits and who loses when such action is employed?
- ≈ Is such action defensible when new cases are introduced?
- ≈ Would you be willing to engage in such action if the roles were reversed and the problem affected your personal life?

- ≈ What would happen if everyone who was affected by this problem acted in this way in society?
- ≈ Will the valued ends that you have identified in connection with this problem be upheld if such action is employed by individuals and/or groups in response to the problem?

Valued ends must be compatible with the course of action selected to address the problem. Alternate means may be identified prior to a determination of the valued ends, or these ends may be identified as the alternate means are identified. It is important to remember that the process is a cyclical one and that elements of the process are revisited throughout to assure agreement between them.

Element 5

Select and Justify a Course of Action

After reviewing all of the information considered in connection with the problem and removing any possible inconsistencies, select a course of action and justify your decision.

Element 6

Take Action

Implement the course of action selected and justified.

Element 7

Evaluate Action Taken

When possible, evaluate action taken in connection with the process and revise future action as appropriate for future situations.

Note

Although there is only one lesson outline in the curriculum plan (Class Lesson 14) that specifically describes an activity involving practical reasoning, practical reasoning or one of its elements may be used as an activity as each of the course problems is considered.

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COURSE SYLLABUS



GENDER EQUITY ISSUES FOR EDUCATORS

3 Credits

“As teachers, we need to reach into our own histories and attempt to understand how issues of class, culture, gender, and race have left their impact upon how we act.”

(H.A. Giroux, 1983)

Catalog Description

Examination of gender equity issues related to teaching and instruction. Open to preservice educators involved in all levels of education: pre-school, elementary, and secondary.

Course Description

The purpose of the course is to integrate gender equity awareness into teacher preparation. Preservice educators will examine their existing beliefs regarding gender equity which lead to gender-biased practices in the classroom. Course participants will also explore the effects of gender-biased and gender-fair teaching techniques. The course is developed around existing practical problems resulting from gender inequities in education. Thus, the course is action-oriented and requires student participation in determining goals for altering existing structures contributing to gender bias and developing means for accomplishing those goals.

Practical Problem

What should be done about gender equity issues in education?

Course Practical Problems

- 1) What should be done to develop a commitment to gender-equitable classroom practices in education?
- 2) What should be done to promote gender-equitable curricula that reflect the changing roles of men and women?
- 3) What should be done to provide an opportunity for preservice educators to establish teaching styles and strategies that contribute to a gender-equitable classroom and school climate?

Course Syllabus

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Course Valued Ends

Students who

- 1) Examine their existing beliefs regarding sex equity.
 - 2) Systematically alter those beliefs when appropriate as exemplified in their teaching practices and classroom behaviors.
 - 3) Use research-based instructional strategies and techniques to eliminate bias and disparities in individual teaching styles (Grayson & Martin, 1985).
 - 4) Evaluate existing gender bias in curriculum design, textbooks, non-print materials, teaching methods, and assessment tools.
 - 5) Identify gender-fair and gender-biased teaching strategies.
 - 6) Discuss and develop a rationale for promoting education that confronts bias related to gender.
- 4) Create journal entries that incorporate class discussion with outside information.
 - 5) Create a self-narrative for inclusion in a professional teaching portfolio that addresses gender issues.
 - 6) Develop a statement of how one's teaching practices have been altered in relation to gender equity issues suitable for inclusion in a professional teaching portfolio.

Course Activities

During the course, students will participate in the following activities:

- 1) Read the required texts and support materials.
- 2) Participate in class discussions regarding issues and concepts outlined in the assigned readings.
- 3) Evaluate non-print materials.

Grading/Evaluation

Participation in class discussion and activities	(10)
Journal assignments	(20)
What would your life be like? ..Optional	
Children's play	(5)
Ideal classroom	(5)
Teaching strategies in my	
content area	(5)
Classroom observation	(5)
Self narrative	(10)
Media evaluation	(10)
Book report	(15)
Lesson plan with teaching	
strategy example	(15)
Teaching application statement	(20)
Total	100

All assignments must be submitted on or before the due date unless prior arrangements have been made with the professor.

Course Syllabus

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Considerations

Students with a documented need for special consideration who wish academic accommodations should contact the professor as soon as possible.

Guidelines for Written Work

All written work should be typed (or produced by a computer printer), single-sided, using standard margins. All assignments should include the student's name, date, course number, and the title of the assignment.

Student Expectations

This course is designed to assist students in examining the effects of gender-biased attitudes in the classroom setting. Students will also explore and, if necessary, readjust their own gender consciousness related to pedagogical issues. Students will have the opportunity to experience a variety of activities related to gender equity issues, including demonstrating both gender-biased and gender-fair instructional techniques, reviewing and evaluating both print and non-print educational materials, and discussing topics of personal interest related to gender equity.

Required Readings

Sadker, M. and Sadker, D. (1994). *Failing at Fairness: How America's schools cheat girls*. New York: Charles Scribner's Sons.

The American Association of University Women Educational Foundation. (1993). *Hostile hallways: The AAUW survey on sexual harassment in America's schools*. Researched by Harris/Scholastic Research, a division of Louis Harris and Associates, Inc., in partnership with Scholastic, Inc. Washington, D.C.: American Association of University Women.

The American Association of University Women Educational Foundation (1992). *How schools shortchange girls: A study of major findings on girls and education*. Researched by The Wellesley College Center for research on Women. Washington, D.C.: American Association of University Women and National Education Association.

Course Syllabus

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Course Outline

Class 1: What should be done about gender equity issues in education?

Supporting Content

- Gender equity
- Education-related gender equity issues

Reading Assignment: No Assigned Readings.

Class 2: What should be done about the status of gender in today's social institutions (including schools)?

Supporting Content

- Androgyny
- Gender
- Gender bias
- Gender discrimination
- Gender equity
- Gender-role behaviors
- Gender-role attitudes
- Gender role/sex role
- Gender-role stereotypes
- Matriarchy
- Patriarchy
- Place and goal(s) of gender in today's society
- Sex

Reading Assignments

Carelli, A.O. (Ed.). (1988). Checklist of equitable teaching practices. In *Sex equity in education: Readings and strategies* (pp. xi-xxii). Springfield, IL: Charles C. Thomas.

Fort, D.C. & Varney, H.L. (1989, May). How students see scientists: Mostly male, mostly white, and mostly benevolent. *Science and Children*, 8-13.

Course Syllabus

Gentzler, Y.S. & Browne, L.K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

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Class 3: What should be done about the educational implications of gender differences?

Supporting Content

- Gender differences
 - 1) behavior
 - a) aggression
 - b) assertiveness
 - c) cooperation
 - 2) communication styles
 - 3) self-esteem
 - 4) student performance
 - a) gender bias in testing
 - b) language achievement tests
 - c) math achievement tests
 - d) perfection
 - e) silence

Reading Assignment

Bailey, S.M. (1993). The current status of gender equity research in American schools. *Educational Psychologist*, 28 (4), 321-339.

Carelli, A.O. (Ed.). (1988). Cost of sex bias in schools: The report card. In *Sex equity in education: Readings and strategies* (pp. 25-28). Springfield, IL: Charles C. Thomas.

Fagot, B.I. & Hagan, R. (1985). Aggression in toddlers: Responses to the assertive acts of boys and girls. *Sex Roles*, 12 (3/4), 341-351.

Jacklin, C.N. (1989). Female and male: Issues of gender. *American Psychologist*, 44 (2), 127-133.

Mickelson, R.A. (1992). Why does Jane read and write so well? The anomaly of women's achievement. In Julia Wrigley (Ed.), *Education and gender equality* (pp. 149-171). Washington, DC: The Falmer Press.

Sadker, M. and Sadker, D. (1994). Hidden lessons. In *Failing at Fairness: How America's schools cheat girls* (pp. 1-14). New York: Charles Scribner's Sons.

Sadker, M. and Sadker, D. (1994). Test dive. In *Failing at Fairness: How America's schools cheat girls* (pp. 136-160). New York: Charles Scribner's Sons.

Assignment Due

≈ What Would Life Be Like? (Optional Assignment)

Course Syllabus

Gentzler, Y.S. & Browne, L.K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Class 4: What should be done about the origins and influences upon gender role development?

Supporting Content

- Origins of and influences upon gender role development
 - 1) biological
 - 2) developmental
 - a) infancy and toddlerhood
 - b) preschool
 - 3) social

Reading Assignment

- Begley, S. (1995, March 27). Gray matters. *Newsweek*, p. 48-54.
- Halpern, D.F. (1986). Introduction and overview. In *Sex differences in Cognitive Abilities* (pp. 1-21). Hillsdale, NJ: Erlbaum.
- Halpern, D.F. (1986). Cognitive Sex Differences. In *Sex differences in Cognitive Abilities* (pp. 231-256). Hillsdale, NJ: Erlbaum.
- Kramer, S. (1988). Sex role stereotyping: How it happens and how to avoid it. In Anne Carelli (Ed.), *Sex equity in education: Readings and strategies* (pp. 3-22). Springfield, IL: Charles C. Thomas.
- Lott, B. (1987). Infancy and childhood: Learning how to be a girl. In *Women's lives: Themes and variations in gender learning* (pp. 35-67). Pacific Grove, CA: Brooks/Cole.
- Mann, J. (1994). Nature, nurture and gender. In *The difference: Growing up female in America*. (pp. 29-44). New York: Warner Books.
- Ring, B. (1988). Early childhood sex role socialization. In Anne Carelli (Ed.), *Sex equity in education: Readings and strategies* (pp. 29-41). Springfield, IL: Charles C. Thomas.
- Shapiro, L. (1990, May 28). Guns and dolls. *Newsweek*. (pp. 56-59, 61-62, 65).

Assignments Due

- ≈ Children's Toys: Looking For Patterns
- ≈ Analyze Children's Play

Course Syllabus

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Class 5: What should be done about the origins and influences upon gender role development?

Supporting Content

- Origins of and influences upon gender role development:
 - 1) environmental
 - a) prejudice
 - b) regionality
 - c) religion
 - d) socioeconomic class
 - 2) race and ethnicity
 - 3) disability

Reading Assignment

- Davenport, D.S. and Yurich, J.M. (1991). Multicultural gender issues. *Journal of Counseling and Development*, 70 (1), 64-71.
- Grant, L. (1985). Race-gender status, classroom interaction, and children's socialization in elementary school. *Sociology of Education*, 57 (2), 57-77.
- Pollard, D. (1993). Gender, achievement, and African-American students' perceptions of their school experience. *Educational Psychologist*, 28 (4), 341-356.
- Scott-Jones, D. & Clark, M. (1986, March). The school experiences of black girls: The interaction of gender, race, and socioeconomic status. *Phi Delta Kappan*, 520-526.
- Weiler, K. (1988). Gender, race and class in the feminist classroom. In *Women teaching for change: Gender, class & power*. (pp. 125-145). South Hadley, MA: Bergin & Garvey.

Assignment Due

- ≈ Self Narrative

Class 6: What should be done about the origins and influences upon gender-role development?

Supporting Content

- The origins of and influences upon gender-role development

Course Syllabus

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

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- 1) developmental
 - a) elementary school
 - b) middle school
 - c) high school
 - 2) the school's role
 - a) administrative imbalance
 - b) courses
 - c) curriculum materials
 - d) extracurricular activities and sports
 - e) gender segregation/separation
 - f) teacher attention, feedback, and expectations

Reading Assignment

- The American Association of University Women Educational Foundation. (1992). *How schools short-change girls: A study of major findings on girls and education*. Researched by The Wellesley College Center for research on Women. Washington, D.C.: American Association of University Women and National Education Association.
- Grugeon, E. (1993). Gender implications of children's playground culture. In Peter Woods & Martyn Hammersley (Eds), *Gender and ethnicity in schools: Ethnographic accounts*. New York, NY: Routledge.
- Mee, C.S. (1995). Middle school voices on gender identity. *WEEA Publishing Center Digest*, March, 1-6.
- Pipher, M. (1994). Theoretical issues—for your own good. In *Reviving Ophelia: Saving the selves of adolescent girls* (pp. 29-44). New York: Putnam.
- Pipher, M. (1994). Developmental issues—"I'm not waving, I'm drowning." In *Reviving Ophelia: Saving the selves of adolescent girls* (pp. 45-73). New York: Putnam.
- Sadker, M. and Sadker, D. (1994). The miseducation of boys. In *Failing at Fairness: How America's schools cheat girls* (pp. 197-225). New York: Charles Scribner's Sons.
- Sadker, M. and Sadker, D. (1986, March). Sexism in the classroom: From grade school to graduate school. *Phi Delta Kappan*, 67 (7), 512-515.
- Shmurak, C.J. and Ratliff, T.M. (1994). Gender Equity and gender bias: Issues for the middle school teacher. *Middle School Journal*, 25 (5), 63-66.
- Streitmatter, J. (1994). Curriculum. In *Toward gender equity in the classroom: Everyday teachers' beliefs and practices* (pp. 63-92). Albany, NY: State University of New York Press.

Course Syllabus

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Class 7: What should be done about the influence of gender upon teacher-student interaction?

Supporting Content

- Teacher-student interaction: male students and female students
 - 1) classroom management
 - 2) gender-related trends in teachers' praise and criticism of student work
 - 3) gender-related trends in teachers' praise and criticism of student behavior
 - 4) instructional strategies

Reading Assignment

- Bailey, S.M. (1993). The current status of gender equity research in American schools. *Educational Psychologist*, 28 (4), 321-339.
- Flood, C. (1988). Stereotyping and classroom interactions. In Anne Carelli (Ed.), *Sex equity in education: Readings and strategies* (pp. 109-125). Springfield, IL: Charles C. Thomas.
- Klein, S.S., Ortman, P.E. (1994). Continuing the journey toward gender equity. *Educational researcher*, 23 (8), 13-21.
- Luttrell, W. (1993). "The teachers, they all had their pets": Concepts of gender, knowledge and power. *Signs: Journal of Women in Culture and Society*, 18 (3), 605-546.
- Robinson, K. H. (1992). Class-room discipline: Power, resistance and gender. A look at teacher perspectives. *Gender and Education*, 4 (3), 273-287.
- Sadker, M. and Sadker, D. (1994). The miseducation of boys. In *Failing at Fairness: How America's schools cheat girls* (pp. 197-225). New York: Charles Scribner's Sons.
- Sadker, M. and Sadker, D. (1994). Missing in interaction. In *Failing at Fairness: How America's schools cheat girls* (pp. 43-76). New York: Charles Scribner's Sons.

Assignment Due

≈ Classroom Observation

Class 8: What should be done about peer influence upon gender role development?

Supporting Content

- Student-student interaction within classrooms and schools

Course Syllabus

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

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- The role of gender
 - 1) interaction patterns
 - 2) sexual harassment
 - 3) student reactions to gender bias

Reading Assignment

- The American Association of University Women Educational Foundation. (1993) *Hostile hallways: The AAUW survey on sexual harassment in America's schools*. Researched by Harris/Scholastic Research, a division of Louis Harris and Associates, Inc., in partnership with Scholastic, Inc. Washington, D.C.: American Association of University Women.
- Bakken, T. (1994). The responsibility of schools and colleges to monitor pornography to prevent sexual harassment. *Labor Law Journal*, 45 (12), 762-770.
- Lydiard, B.W. (1993). A decade of dealing with sexual harassment. *The School Administrator*, 50 (1), 20-21.
- Natale, J. A. (1993). The hidden hurt. *The Executive Educator*, 15 (11), 16-20.
- Penfield, C. (1993). Sexual harassment at school: Take these steps to avoid a lawsuit. *The Executive Educator*, 15 (3), 41-42.
- Shakeshaft, C. & Cohan, A. (1995, March). Sexual abuse of students by school personnel. *Phi Delta Kappan*, 76 (7), 513-520.
- Sherer, M. L. (1993). No longer just child's play: School liability under Title IX for peer sexual harassment. *University of Pennsylvania Law Review*, 141 (5), 2119-2147.
- Stein, N. D. (1993). Sexual harassment in schools: Administrators must break the casual approach to objectionable behavior. *The School Administrator*, 50 (1), 14-16, 19, 21.
- Thorne, B. (1992). Girls and boys together . . . but mostly apart: Gender arrangements in elementary school. In Julia Wrigley (Ed.), *Education and gender equality* (pp. 115-130). Washington, DC: The Falmer Press.
- Yaffe, E. (1995, November). *Expensive, illegal, and wrong: Sexual harassment in our schools*. Kappan Special Report.

Class 9: What should be done about the influence of power upon gender equity?

Supporting Content

- Characteristics of sex equity in classrooms
- Equity vs. domination/subordination (power)

Reading Assignment

- Calabrese, M. E. (1988). What is sex fair education? In Anne Carelli (Ed.). *Sex equity in education: Readings and strategies* (pp. 75-82). Springfield, IL: Charles C. Thomas.

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- Corson, D.J. (1992). Language, gender and education: A critical review linking social justice and power. *Gender and Education*, 4 (3), 229-254.
- Enomoto, E. K. (1995, April). *The gendered construction of educational management*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Miller, J. (1976). Dominant and subordination. In *Toward a new psychology of women* (pp. 3-12). Boston: Beacon Press.
- Sadker, M., Sadker, D., & Stulberg, L. (1993). Fair and square? Creating a non-sexist classroom. *Instructor*, 102 (7), 44-68.
- Wolf, N. (1993). Core Mythology of victim feminism. In *Fire with fire: The new female power and how to use it* (pp. 143-151). New York: Random House.

Assignment Due

≈ The Ideal Classroom

Class 10: What should be done about laws related to gender equity?

Supporting Content

- Same sex teaching/role modeling
- Single sex education
- Title IX and other laws related to gender equity

Reading Assignment

- Carelli, A.O. (Ed.). (1988). What is Title IX? In *Sex equity in education: Readings and strategies* (pp. 83-93). Springfield, IL: Charles C. Thomas.
- Durrant, S.M. (1992, March). Title IX—Its power and its limitations. *JOPERD*, 60-64.
- Monaco, N. M. and Gaier, E.L. Single-sex versus coeducational environment and achievement in adolescent females. *Adolescence*, 27 (107), 579-594.
- Morganthau, T., Bogert, C., Barry, J., Vistica, G. (1994, November 14). The military fights the gender wars. *Newsweek*, 35, 37.
- Mann, J. (1994). Girls and the single-sex school. In *The difference: Growing up female in America*. (pp. 117-129). New York: Warner Books.
- Sadker, M. and Sadker, D. (1994). Different voices, different schools. In *Failing at Fairness: How America's schools cheat girls* (pp. 226-250). New York: Charles Scribner's Sons.
- Sadker, M., Sadker, D., & Klein, S. (1986). Abolishing misperceptions about sex equity in education. *Theory Into Practice*, 25 (4), 219-226.
- Wee, E. L. (1995, May 1). *A lesson in confidence: Virginia middle school tries all-girl classes*. The Washington Post, A1, A13.

Course Syllabus

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Class 11: What should be done to promote gender equity in schools?

Supporting Content

- Promoting gender equity in classrooms/schools
 - 1) eliminating educators' gender stereotypes and behavior
 - 2) eliminating student gender stereotypes and behavior
 - 3) parent and community involvement
 - 4) principles of gender equity
 - 5) sex equity competencies

Reading Assignment

- Waters, G. & Wright, J. (1994). *National skill standards and competency measures for gender equity: An essential direction for the future*. Paper presented at the American Vocational Association Annual Convention, Dallas, Texas.
- Sadker, M., Sadker, D., Klein, S.S. (1986). Abolishing misperceptions about sex equity in education. *Theory Into Practice*, 25 (4), 219-226.
- Sanders, J. (1994). *Lifting the Barriers: 600 strategies that really work to increase girls' participation in science, mathematics and computers* (pp. 10-86). Port Washington, NY: Jo Sanders Publications.

Class 12: What should be done to promote gender equity in the schools?

Supporting Content

- Teaching strategies which promote gender equity
 - 1) classroom management
 - 2) cooperative learning
 - 3) instructional strategies
 - 4) lesson plans

Reading Assignment

- Broadhurst, K. (1988). Solving the exclusion problem: The key to sex equitable education in math, science, and technology. In Anne Carelli (Ed.), *Sex equity in education: Readings and strategies* (pp. 145-153). Springfield, IL: Charles C. Thomas.
- Carelli, A.O. (Ed.). (1988). Checklist of equitable teaching practices. In *Sex equity in education: Readings and strategies* (pp. xi-xxii). Springfield, IL: Charles C. Thomas.
- Klein, S.S. (Ed.). (1985). Sex equity strategies in the content areas. In *Handbook for achieving sex equity through education* (pp. 233-360). Baltimore, Maryland: Johns Hopkins University Press.

Course Syllabus

Gentzler, Y.S. & Browne, L.K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Lockheed, M. and Klein, S.S. (1985). Sex equity in classroom organization and climate. In Susan S. Klein (Ed.), *Handbook for achieving sex equity through education* (pp. 189-217). Baltimore, Maryland: Johns Hopkins University Press.

McCormick, T.M. (1994). Nonsexist, culturally inclusive instruction: Issues and strategies. In *Creating the nonsexist classroom: A multicultural approach*. (pp. 52-83). New York: Teachers College Press.

Sanders, J. (1994). *Lifting the Barriers: 600 strategies that really work to increase girls' participation in science, mathematics and computers* (pp. 87-93). Port Washington, NY: Jo Sanders Publications.

Thompson, C. (1988). Education and masculinity. In Anne Carelli (Ed.) (1988). *Sex equity in education: Readings and strategies* (pp. 43-54). Springfield, IL: Charles C. Thomas.

Wheeler, K.A. (1993). How schools can stop shortchanging girls (and boys): *Gender-equity strategies: A practical manual for K-12 educators*. Wellesley, MA: Center for Research on Women.

Assignments Due

- ≈ Teaching Strategies in My Content Area
- ≈ Lesson Plan: Planning For Gender Equity

Class 13: What should be done to promote gender equity in schools?

Supporting Content

- Sexist Language
- Eliminating sexist language and photographs from resources, media, and other resources

Reading Assignment

Cotera, M. P. (1982). *Checklists for counteracting race and sex bias in educational materials*. WEEA Publishing Center.

Hulme, M. A. (1988). Mirror, mirror on the wall: Biased reflections in textbooks and instructional materials. In Anne Carelli (Ed.), *Sex equity in education: Readings and strategies* (pp. 187-208). Springfield, IL: Charles C. Thomas.

Macmillan/McGraw-Hill (Undated). *Guidelines for creating positive sexual and racial images in educational materials* (pp. 5-30, 75-96). New York: Macmillan/McGraw-Hill School Division Committee for Creating Positive Sexual and Racial Images in Educational Materials.

Scott, K. and Schau, C. G. (1985). Sex equity and sex bias in instructional materials. In Susan S. Klein (Ed.), *Handbook for achieving sex equity through education* (pp. 218-232). Baltimore, Maryland. Johns Hopkins University Press.

Course Syllabus

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Streitmatter, J. (1994). Teaching methods. *Toward gender equity in the classroom: Everyday teachers' beliefs and practices* (pp. 93-123). Albany, NY: State University of New York Press.

Assignment Due

≈ Media Evaluation

Class 14: What should be done to promote gender equity in schools?

Supporting Content

- Applying gender-related literature and other resources in the classroom
- Promoting self-esteem

Reading Assignment

(1995, December 3), *Lynn Minton Reports: Fresh Voices: Teenage Girls Talk About... "What Makes Me Feel Insecure."* Parade, pp. 5.

Dunn, R., Beaudry, J.S., and Klavas, A. Survey of research on learning styles. *Educational Leadership*, 46 (6), 50-58.

Kohn, A. (1994). The truth about self-esteem. *Phi Delta Kappan*, 76 (4), 272-283.

Orenstein, P. (1994). Anita Hill is a boy: Tales from a gender-fair classroom. In *Schoolgirls: Young women, self-esteem, and the confidence gap* (pp. 245-274). New York: Doubleday.

Orenstein, P. (1994). Rising above: I like myself. In *Schoolgirls: Young women, self-esteem, and the confidence gap* (pp. 225-242). New York: Doubleday.

Sadker, M. and Sadker, D. (1994). The self-esteem slide. In *Failing at Fairness: How America's schools cheat girls* (pp. 77-98). New York: Charles Scribner's Sons.

Assignment Due

≈ Book Report

Course Syllabus

Gentzler, Y.S. & Browne, L.K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Class 15: What should be done to promote gender equity in schools?

Supporting Content

- Gender-fair assessment strategies

Reading Assignment

Dwyer, C.A. (1979). The role of tests and their construction in producing apparent sex-related differences. Chapter 13 in Wittig, M. A. & Petersen, A. (Eds.), *Sex-related differences in cognitive functioning* (pp. 335-353) New York: Academic Press.

Hoover, H.D. & Han, L. (1995, April). *The effect of differential selection on gender differences in college admission test scores*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Leonard, D. K. & Jiang, J. (1995, April). *Gender bias in the college prediction of the SAT*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Rosser, P. (1989, April). Gender bias in testing: Current debates for future priorities. A public policy dialogue. *Proceedings of the Ford Foundation Women's Program Forum*. New York: New York.

Sadker, M. and Sadker, D. (1994). Test drive. In *Failing at Fairness: How America's schools cheat girls* (pp. 136-160). New York: Charles Scribner's Sons.

Assignment Due

≈ Teaching Application Statement

Course Syllabus

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Course Assignments

What Would Life Be Like? (Optional Assignment Due Day 3)

Describe what your life would be like if you woke up tomorrow morning as a member of the opposite sex. Consider the following questions as you write your description:

- ≈ How might your appearance be affected?
- ≈ What activities might you engage in throughout the day? At school? At home? In the community?
- ≈ What similarities and differences might there be in your behavior?
- ≈ What similarities and differences might there be in the way that you are treated by others (strangers, family members, and friends)?
- ≈ What does looking at the life of persons of the opposite gender show you about how you feel about your own gender?
- ≈ Other discussion.

Children's Toys: Looking For Patterns (Due Class 4)

Visit a toy store or a section of a department store where children's toys are located.

Write a description of what you find and your feelings about your experience as you do the following:

- 1) Investigate the packaging used on 10 or more toys and identify any patterns related to gender which exist on the packaging.
- 2) Imagine that you were going into the toy store looking for toys for a male infant (8 months) and a male child (8 years). What toys would you choose for them? Why would you choose them?
- 3) Imagine that you were going into the toy store looking for toys for a female infant (8 months) and a female child (8 years). What toys would you choose for them? Why would you choose them?
- 4) Write a statement that summarizes the results of your research as well as what you have learned about yourself while you worked through this assignment.

Analyze Children's Play (Due Class 4)

Observe a group of children at play for at least an hour.

Write a description of the children's play that includes the following:

- 1) The approximate ages of the children.
- 2) The number of male and female children which you are focusing upon as you observe.
- 3) How the children group themselves as they play. Is there a pattern related to gender as they play?

Course Syllabus

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

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- 4) What the children do during their play. Indicate if there are differences in the activities that male and female children engage in and the equipment which male and female children use.
 - 5) What you have learned about gender and children's play from this experience as an observer.
 - 6) How does this relate to your own play experiences?

Self Narrative (Due Class 5)

Write an autobiographical description of your life at least 3 pages in length using gender as a lens with which to view your life. Some elements you might include in your description are as follows:

- 1) Basic demographic information (where you were born, family type and size, number of brothers and sisters, religious and cultural influences, etc.)
- 2) Memorable experiences in your life that you associate with your understanding of who you are as a female or male.
- 3) How you see yourself as a male or female.
- 4) How your gender influences the way you live your life in our society.

Classroom Observation (Due Class 7)

With permission from the classroom teacher and the school at a grade level of your choice (kindergarten through Grade 12), analyze the gender fairness of classroom interaction and classroom resources during one class period of interaction. Use the observation instrument, "Gender Equity: Looking Into Classrooms," to record your observation experience.

The Ideal Classroom (Due Class 9)

Write a description of what you would consider to be the ideal classroom with respect to gender. Consider the following in your description:

- 1) The interaction that occurs between teachers and students and between the students themselves.
- 2) Media (textbooks, videos, bulletin boards, books, magazines, etc.).
- 3) Physical appearance of the classroom includes grouping of students, etc.
- 4) The relationship that exists between the ideal classroom and the rest of the school.
- 5) Other items you consider valuable to your ideal classroom.

Course Syllabus

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

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Teaching Strategies in My Content Area (Due Class 12)

Research and generate a listing of

- ≈ Gender issues specific to your content area and designated grade level
- ≈ Teaching strategies that promote gender equity in your content area and grade level

Lesson Plan: Planning For Gender Equity (Due Class 12)

Plan one (or more) lesson plan(s) in your content area at a grade level which you specify, including the following:

- ≈ Brief description of gender-equitable teaching strategies and themes used in the lesson
- ≈ Identification of the intended grade level, content area, lesson title
- ≈ Objectives for the lesson
- ≈ List of materials needed to teach the lesson
- ≈ Lesson introduction and advance organizer
- ≈ Content that will be addressed in the lesson
- ≈ Description of activities that will be used to teach the specified content and estimated time needed to complete the activities
- ≈ Possible discussion questions
- ≈ Assessment (formative and summative) strategies

Note: Attach a statement to your lesson plan which highlights the strategies you employ in your lesson plan to promote gender equity.

Media Evaluation (Due Class 13)

- 1) Locate the following for a specific grade level that you identify
 - a) one textbook in your content area and
 - b) one textbook not in your content area.
- 2) Examine each of these textbooks to determine
 - a) How often males and females are portrayed.
 - b) How males and females are represented in language, photographs, and illustrations.
 1. Is stereotyping present? If so, provide an example.
 2. Is there a balance in representation of males and females? If so, indicate how this is accomplished.
 3. Are the examples provided realistic?
 4. Are there examples of linguistic bias? If so, provide examples.
 - c) How groups traditionally under-represented in society are portrayed?

(continued)

Course Syllabus

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

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- 3) What has your experience examining these textbooks shown you about the process of selecting textbooks to encourage gender fairness in the classroom?
 - 4) Watch two prime-time television shows or two children's shows. Evaluate these shows for portrayal of females and males.

Book Report (Due Class 14)

Select and read one of the books from the following list. Write a paper, at least 5 pages in length, indicating how the ideas in the book could be used to encourage gender fairness in your future classroom. Be prepared to discuss the book which you read in class.

- Apple, M. (1986). *Teachers and texts: A political economy of class and gender relations in education*. New York: Routledge & Kegan Paul.
- Askew, S. & Ross, C. (1988). *Boys don't cry: Boys and sexism in education*. Philadelphia, PA: Taylor & Francis.
- Belenky, M., Clinchy, B., Goldberger, N. & Tarule, J. (1986). *Women's ways of knowing: The development of self, voice, and mind*. New York: Basic Books.
- Best, R. (1983). *We've all got scars: What boys and girls learn in elementary school*. Bloomington, IN: Indiana University Press.
- David, D. & Brannon, R. (Eds.) (1976). *The forty-nine percent majority: The male sex role*. Addison-Wesley Publishing Co.
- Delamont, S. (1980). *Sex roles and the school*. New York: Methuen.
- Faludi, S. (1991). *Backlash: The undeclared war against women*. New York: Anchor Books.
- Farrell, W. (1993). *The myth of male power: Why men are the disposable sex*. New York: Simon and Schuster.
- Farrell, W. (1986). *Why men are the way they are: The male-female dynamic*. New York: McGraw Hill.
- Farrell, W. (1975). *The liberated man: Beyond masculinity: Freeing men and their relationships with women*. New York: Bantam Books.
- Flynn, E. & Schweickart, P. (1986). *Gender and reading: Readers, text and contexts*. Baltimore, MD: Johns Hopkins University Press.
- Franklin, C. (1984). *The changing definition of masculinity*. New York: Plenum Press.
- Freidan, B. (1984). *The feminine mystique*. New York: Dell Publishing.
- Gilligan, C. (1982). *In a different voice*. Cambridge, MA: Harvard University Press.
- Gould, S.J. (1981). *The mismeasure of man*. New York: Norton.
- Grumet, M. (1988). *Bitter milk: Women and teaching*. Amherst, MA: University of Massachusetts Press.
- Howe, F. (1984). *Myths of coeducation*. Bloomington, IN: Indiana University Press.
- Kimmel, M. (Ed.). (1987). *Changing men*. Newbury Park, CA: Sage.
- Mann, J. (1994). *The difference: Growing up female in America*. New York: Warner Books, Inc.
- Orenstein, P. (1994). *Schoolgirls: Young women, self esteem and the confidence gap*. New York: Doubleday.

(continued)

Course Syllabus

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

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- Paley, V. (1984). *Boys and girls: Superheroes in the doll corner*. Chicago, IL: University of Chicago Press.
- Pearson, C., Shavlik, D. & Touchton, J. (1989). *Educating the majority: Women challenge tradition in higher education*. New York: Macmillan.
- Pipher, M. (1994). *Reviving Ophelia: Saving the selves of adolescent girls*. New York: Putnam.
- Renzetti, C. & Curran, D. (1992). *Women, men, and society*. Boston, MA: Allyn and Bacon.
- Rotundo, E. (1993). *American manhood*. New York: Basic Books.
- Spender, D. (Ed.). (1981). *Men's studies modified*. Oxford: Pergamon Press.
- Spender, D. & Sarah, E. (Eds.). (1980). *Learning to lose: Sexism and education*. London: The Woman's Press.
- Tannen, D. (1990). *You just don't understand: Men and women in conversation*. New York: Ballantine.
- Tarvis, C. (1992). *The mismeasure of women*. New York: Simon and Schuster.
- Thorne, B. (1993). *Gender play: Girls and boys in school*. New Brunswick, NJ: Rutgers University Press.
- Weiler, K. (1988). *Women teaching for change: Gender, class, & power*. South Hadley, MA: Bergin & Garvey.
- Weiner, G. & Arnot, M. (Eds.). (1988). *Class, race and gender in American education*. New York: SUNY Press.

Teaching Application Statement (Due Class 15)

Prepare items which could be placed in your teaching portfolio related to gender equity issues in education. Ideas for portfolio items include the following

- 1) Philosophy statement related to gender equity.
- 2) List of gender-equitable teaching strategies in your content areas.
- 3) List of books read related to gender equity.
- 4) List of gender-related courses taken.
- 5) Lesson plans and other teaching media related to gender issues.

Course Syllabus

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Class I Lesson Outline



Practical Problem

What should be done about gender equity issues in education?

Valued Ends

Educators who

- have a working definition of gender equity.
- can list and discuss the impact of education-related gender equity issues.
- evaluate their understanding of education-related gender equity issues.

Supporting Content

- Gender equity
- Education-related gender equity issues

Suggested Activities

≈ *Pretest* (1.1)

≈ *Pretest Answer Key* (1.2).

≈ *Introduction of Course Syllabus*.

≈ *Defining Equity* (1.3). Ask students what the word, “equity,” means to them. Have students use dictionaries to look up the dictionary meaning and etymological tracings for equity and other related terms (e.g. equality, fairness). Share quote from Harvey and Klein (in Secada, 1989, p. 43).

≈ *What are the gender issues present in today's society?*

Have students list and discuss gender-related issues which may exist in today's schools and society. Students may list the issues on large pieces of paper using markers or other writing materials or they may list these on papers at their seats. If listing is done on large sheets of paper, post the sheets of paper. If students do this individually, ask them to volunteer their ideas and list them on the chalkboard or other writing surface. Once student ideas are listed, discuss them. Possible discussion questions include:

- What are some of the common themes in the ideas which are listed?
- How are these issues present or absent in our society?

Suggested Activities (cont.)

- What questions, if any, do you have about the ideas which are listed?
 - What are other gender issues which are present in today's schools and society which are not listed?
 - What does it mean to be fe/male in today's schools/society?
 - What role does gender play in who we are as persons?
 - What place do gender roles have in the functioning of a school/society?
 - What place should gender roles have in schools/society?
- ≈ *Equity Issues.* Through a think-pair-share activity, individual students will list education-related gender equity issues of concern to them. Students will share their ideas with a partner. Partners will introduce each other to other class members, including gender issues of importance to their partner in the introductions.
- ≈ *Introduction of Course Syllabus*
-

Suggested Resources

- Davis, G.A., and Rimm, S.B. (1989). The cultural underachievement of females. In *Education of the gifted and talented*. Boston: Allyn and Bacon.
- Klein, S.S., Ortman, P.E. (1994). Continuing the journey toward gender equity. *Educational Researcher*, 23 (8), 13-21.
- Sadker, M. and Sadker, D. (1986 March). Sexism in the classroom: From grade school to graduate school. *Phi Delta Kappan*, 512-515.

Transparencies

- Transparency 1: Practical Problem
Transparency 2: System of Action

Pre-Test

Your answers to the following questions will allow us to assess your background in, understanding of, and interest in various topics related to the gender issues course.

Please be assured that your identity will remain anonymous and that your answers to the questions will have no bearing upon your grade in the course.

Thank you for completing this questionnaire!

1. What is your a) sex?

(circle one) female male

b) birth year? _____

2. Have you taken one or more college course(s) which have examined gender issues previously?

If "Yes," answer the following questions; if "No," go to question 3.

a) Which courses have you taken?

b) Why have you enrolled in this course?

3. **Multiple Choice Questions.** Circle the response(s) you believe best answer the following questions.

a) "Gender equity" in a classroom indicates that male and female students

1) have the same abilities.

2) should be treated fairly notwithstanding their differences.

3) should be seen as similar in their appearance, cultural background and socioeconomic status.

Pre-Test (1.1)

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- b) The terms, "gender," and "sex" are
- 1) synonymous and interchangeable.
 - 2) not synonymous: "gender" refers to a social construction; "sex" is a biological fact.
 - 3) not synonymous: "sex" refers to both cultural and biological constructs; "gender" is solely a cultural construct.
- c) Leadership in American society is predominantly
- 1) androgynous.
 - 2) patriarchal.
 - 3) matriarchal.
- d) With respect to the results of Scholastic Assessment Tests (SAT), female students
- 1) on average, score lower than male students.
 - 2) on average, score as well as male students.
 - 3) on average, score higher than male students.
- e) Aggressive behavior in the classroom
- 1) is often ignored by educators when exhibited by male students.
 - 2) is quickly corrected by educators when exhibited by female students.
 - 3) is often ignored by educators when exhibited by female students.
 - 4) no trend exists in the treatment of aggressive behavior by educators on the basis of students' gender in the classroom.
- f) With respect to communication styles
- 1) no differences exist between the communication styles of male and female students.
 - 2) male students seek independence whereas female students seek connection.
 - 3) female students seek independence and connection whereas male students seek only independence.
 - 4) female students are more likely to participate in class discussions than male students.
- g) Although _____ students score poorly on standardized tests, they tend to have high grade point averages.
- 1) male
 - 2) female
 - 3) neither male nor female
- h) Women currently earn approximately _____ for every dollar that men make in the United States.
- 1) 50 cents
 - 2) one dollar
 - 3) 75 cents

Pre-Test (I.1)

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- i) When students' scores on standardized tests are compared on the basis of gender, male students score higher than female students in which of the following content areas?
- 1) art
 - 2) language arts
 - 3) math
- j) The federal law that outlaws sex bias in school athletics, career counseling, medical services, financial aid and admission practices is
- 1) Title XIII.
 - 2) Title IX.
 - 3) Title X.
- k) _____ students tend to "call out" and participate MOST often in classroom discussions.
- 1) Male
 - 2) Female
 - 3) Neither male nor female
- l) Which of the following groups of students are LEAST likely to receive teacher attention?
- 1) minority males
 - 2) white males
 - 3) minority females
 - 4) white females
- m) At which grade levels are students LEAST likely to separate themselves by gender in the school lunchroom?
- 1) Kindergarten through Grade 2
 - 2) Grades 3 through 5
 - 3) Grades 6 through 8
 - 4) Grades 9 through 12
- n) When self esteem is considered, female students exhibit the most extreme slide in self esteem measures in elementary school. At which point in their schooling do female students' self esteem measures show the greatest decline?
- 1) Kindergarten through Grade 2
 - 2) Grades 3 through 5
 - 3) Grades 6 through 8
 - 4) Grades 9 through 12

Pre-Test (I.I)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

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- o) _____ are MOST likely, by middle school, to be grade repeaters or drop outs
- 1) Female students
 - 2) Male students
 - 3) When male and female students are compared, neither
- p) _____ are MOST likely to be enrolled in special education courses.
- 1) Female students
 - 2) Male students
 - 3) When male and female students are compared, neither
- q) Although psychological research indicates that differences between the sexes exist
- 1) there are more differences than there are similarities between the sexes.
 - 2) there are more similarities than there are differences between the sexes.
 - 3) the findings of the research are inconclusive.

4. Short Answer Questions:

- a) In the spaces provided below, list 10 famous women in U.S. history.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

Pre-Test (1.1)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

b) In the space below, provide an example of what you would consider to be gender-related textbook bias.

c) Describe one teaching strategy which fosters gender-fair learning for female students.

d) Describe one student assessment strategy which you would consider gender fair.

e) Identify three characteristics or qualities you would look for if you were to evaluate a teacher's gender-fair teaching.

1)

2)

3)

Pre-Test (I.I)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

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f) On a scale of 1 to 10, in your opinion, how important is it that teachers address gender bias in the classroom? (Circle one number with 1 indicating that it is not important and 10 indicating that it is very important to address gender bias)

1 2 3 4 5 6 7 8 9 10

g) On a scale of 1 to 10, how prepared do you presently feel to attend to gender bias in the classroom? (Circle one number with 1 indicating that you do not feel prepared and 10 indicating that you feel very prepared)

1 2 3 4 5 6 7 8 9 10

Pre-Test (1.1)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Pre-Test Answer Key

Question(s)...Answer

- 1, 2Responses will vary.
- 3 a)2
b)2
c)2
d)1
e)3
f)2
g)2
h)3
i)3
j)2
k)1
l)3
m)1
n)3
o)2
p)2
q)1
4. a) There are many possible responses.
b) There are many possible responses. Textbook bias can be shown with respect to the language and photos which are used to represent and discuss gendered groups and issues and whether or not they are discussed at all.
c) Classroom interaction characterized by a variety of teaching strategies are the most gender fair. Teaching strategies employing cooperative learning are considered especially beneficial for female students. Teacher-student interaction which allows students time to formulate their responses and includes a variety of student responses is also considered gender fair.
d) Gender fair student assessment is characterized by the use of a variety of assessment strategies when student progress is evaluated. Non-traditional assessment strategies such as photo and material essays, art projects, etc. Should be included. Traditional assessment strategies, when used, should be evaluated for gender bias in content; the presence of bias with respect to the inclusion of subjects of interest to male and female students should also be monitored.
e) There are a number of possible responses. The observation instrument included in this curriculum, "Looking Into Classrooms," is a tool for such evaluation.
f, g) Responses will vary.

Pre-Test (1.2)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Defining Equity

“Historically, equity tends to be associated with fairness or justice, as distinct from equality, which tends to be associated with sameness. . . . There is no one empirically or philosophically correct definition of equity. Meanings reflect the values and priorities of the person supplying the definition and their understanding of how the implementation of their values will affect the results for the target group . . . it is hardly surprising that confusion and disagreements about the meaning of the concept commonly occur and that assumptions about seemingly shared, unstated definitions generally turn out to be unfounded.”

(Harvey & Klein, 1989, p. 43)

Equity

Etymology. Middle English *equite* and Latin *aequus* meaning equal or fair

Definitions. 1) fairness, impartiality, justice; 2) the value of property beyond the amount owed upon it; 3) Law, a system of doctrines supplementing common and statute law; 4) justice according to a natural law or right, freedom from bias or favoritism

Equality

Etymology. Latin *aequus* meaning even or level.

Definitions. 1) of the same quantity, size, value, measure, etc.; 2) having the same rights, ability, rank, etc.; 3) evenly proportioned; 4) having the necessary ability, strength, etc.; 5) like in quality, nature, status for each member of a group, class or society; 6) regarding or affecting all objects in the same way; 7) not showing variation in appearance, structure, or proportion; 8) capable of meeting the requirements of a situation or task; 9) suitable.

References

- Woolf, H. B. (Ed.). (1977). *Webster's New Collegiate Dictionary*. Springfield, MA: G. & C. Merriam-Webster Company.
- Guralnik, D.B. (Ed.). (1983). *Webster's new world dictionary of the American language*. New York, NY: Warner Bros. Inc.
- Harvey, G. & Klein, S. (1989). Understanding and measuring equity in education: A conceptual framework. In W. Secada (Ed.), *Equity in Education: A Conceptual Framework*. New York: The Falmer Press.

Activity (1.3)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

What should be done about gender issues in education?

PERENNIAL PROBLEM

PRACTICAL PROBLEMS

What should be done about the status of gender in today's social institutions?

What should be done about gender differences?

What should be done about the origins and influences upon gender-role development?

What should be done about the influence of gender upon teacher-student interaction?

What should be done about peer influence upon gender-role development?

What should be done about the influence of power upon gender equity?

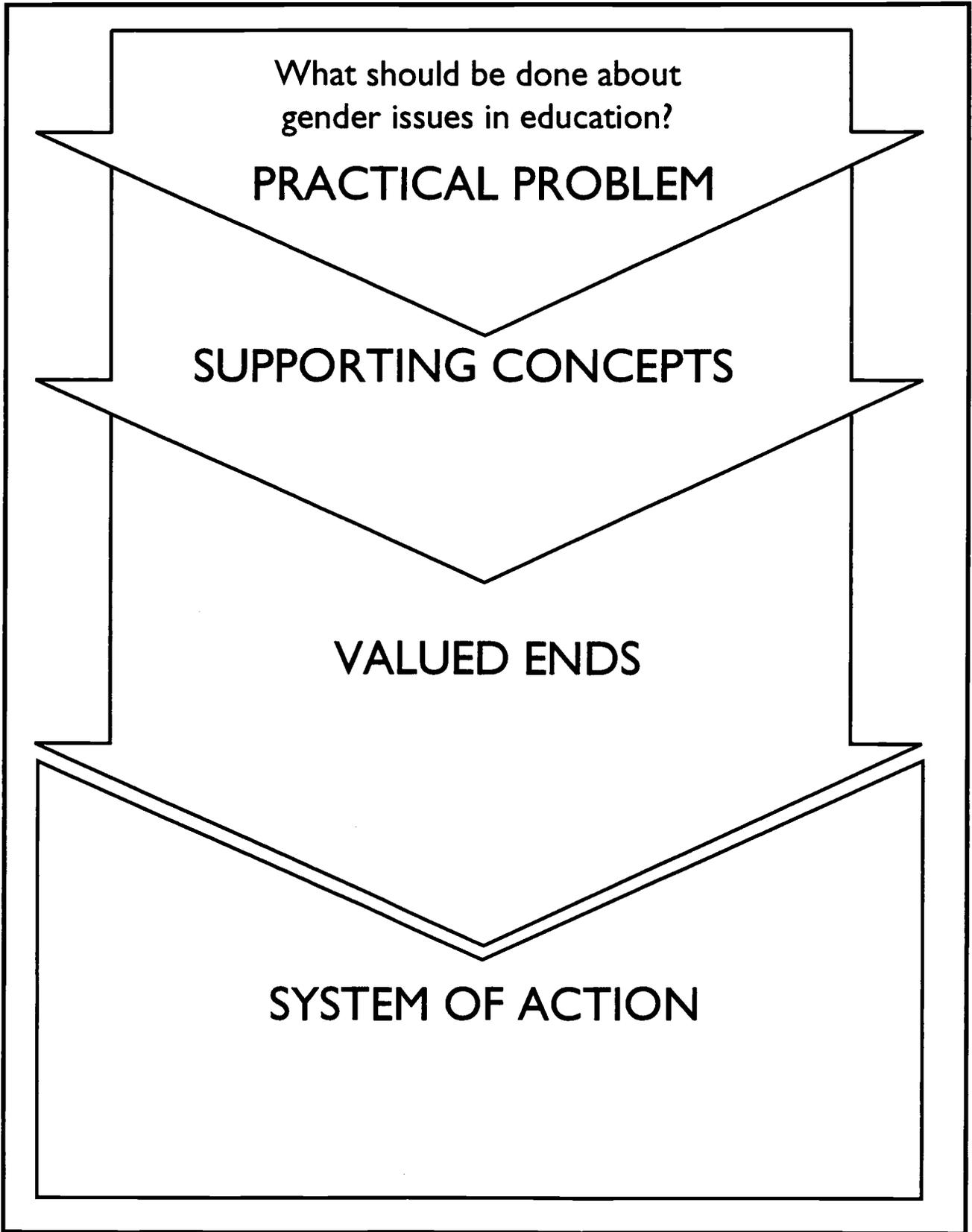
What should be done about laws related to gender equity?

What should be done to promote gender equity in schools?

SYSTEM OF ACTION

Overview

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

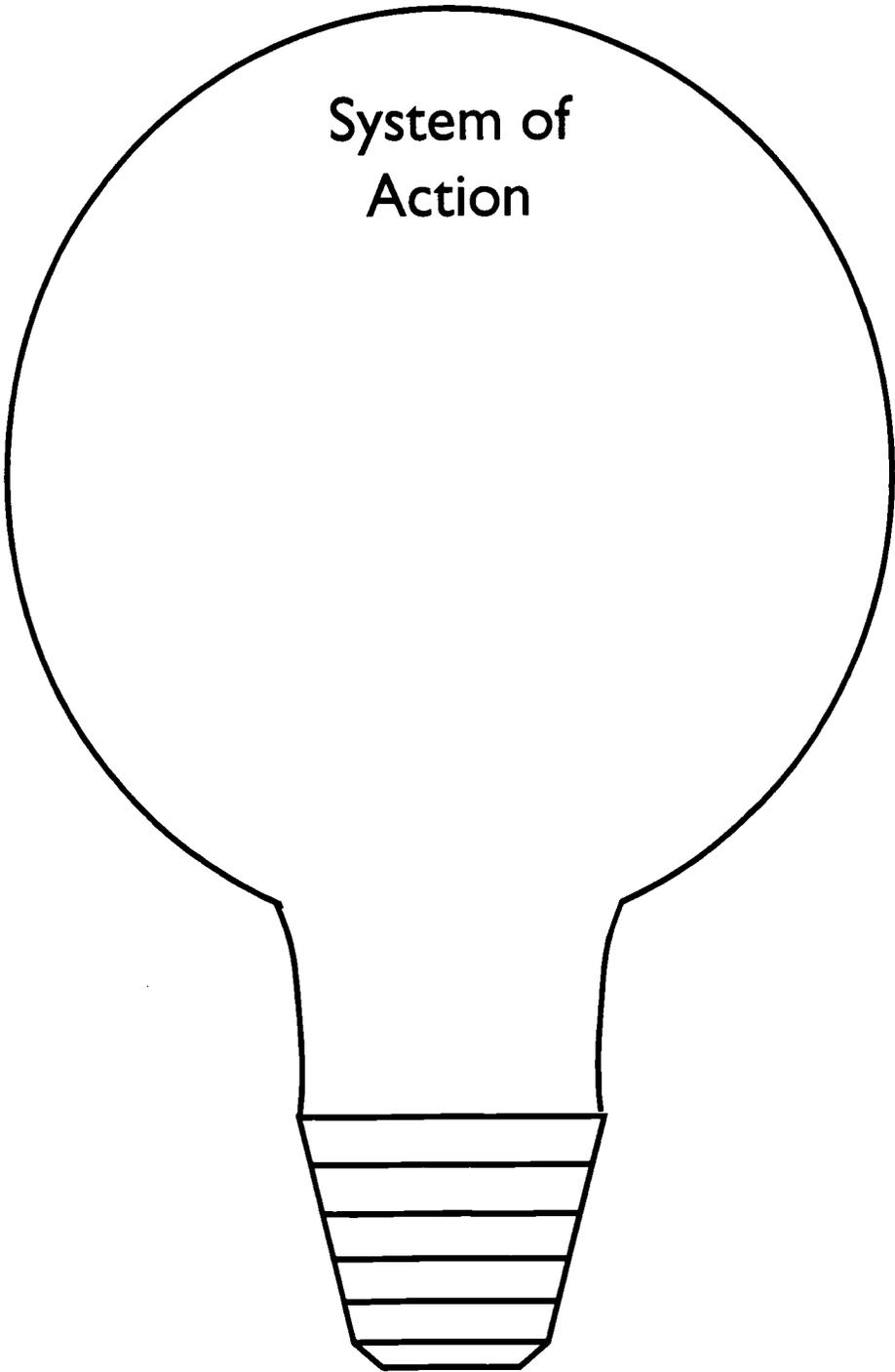


Class I, Transparency I

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

What should be done about gender equity issues in education?

System of
Action



Class 1, Transparency 2

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Class 2 Lesson Outline



Practical Problem:

What should be done about the status of gender in today's social institutions (including schools)?

Valued Ends

Educators who

- use terminology associated with gender study.
- do not support gender-role stereotyping in schools and other social institutions.
- are free from gender-role stereotyping in their personal lives.
- evaluate the impact of the use of gender-related assessment tools upon students' understanding of gender.

Supporting Content

- Androgyny
- Gender
- Gender bias
- Gender discrimination
- Gender equity
- Gender-role attitudes
- Gender-role behaviors
- Gender-role sex role
- Gender-role stereotypes
- Matriarchy
- Patriarchy
- Place and goal(s) of gender in today's society
- Sex

Suggested Activities

- ≈ *Coming to terms* (2.1). The terms, "sex, gender, gender-role, gender-role stereotypes, gender-role attitudes, gender-role behaviors, androgyny, matriarchy, patriarchy" may be discussed.
- ≈ *Stick figure activity* (2.2). Students draw and label stick figure persons engaged in various occupation-related activities. Students discuss factors influencing a person's selection of traditional and non-traditional careers.
- ≈ *BEM sex role inventory* (2.3). Have students identify their inventory using a label related to their gender. List and discuss the labels that are used and the meaning that these labels have for students.
- ≈ *Paul and his doll*. Reflective exercise on p. 42 in T.M. McCormick, (1994). *Creating the nonsexist classroom: A multicultural approach*. New York, NY: Teachers College Press.
- ≈ *Self narrative* (2.4). Students write autobiographical sketches wherein they use gender as a lens to view their lives.

Suggested Resources

Student Readings

- Carelli, A.O. (Ed.) (1988). *Sex equity in education: Readings and strategies* (pp. xi-xxii). Springfield, IL: Charles C. Thomas.
- Fort, D.C. & Varney, H.L. (1989, May). How students see scientists: Mostly male, mostly white, and mostly benevolent. *Science and Children*, 8-13.

Non-Print Media

- A Man's Place*. 25 minute video tape from The Graduate School and University Center, City University of New York, Institute for Research and Development in Occupational Education, 33 West 42 Street, New York, NY 10036. Available from the VOICE/MOVE Resource Center 518-456-9281 (as of 1984).
- Lazarus, M. (1987). *Still killing us softly: Advertising's images of women*. Kilbourne & Cambridge Documentary Films: Cambridge, MA.
- Primetime Live. (1993, October 7). *The fairer sex*. Available through Corvison Media.

For Further Reference

- Daubman, K. A. (1993). The effects of receiving help: Gender differences in motivation and performance. *Sex Roles: A Journal of Research*, 28 (11-12), 693-707.
- Heilbrun, A. B., Jr. (1986). Androgyny as type and androgyny as behavior: Implications for gender schema in males and females. *Sex Roles: A Journal of Research*, 14 (3-4), 123-139.

Transparencies

- Transparency 1: Practical Problem
- Transparency 2: Gender-Role Stereotypes
- Transparency 3: Terms Associated with Gender Study
- Transparency 4: Sex Roles
- Transparency 5: System of Action

Coming to Terms

Terms Associated With Gender Study

“Whenever specific behaviors, abilities, interests, and values are attributed to one sex, then sex role stereotyping is taking place. The stereotypes are culturally defined, reinforced by parents, teachers, and the students themselves (Barnett, Baruch and Rivers, 1979). Stereotypes are generally conceptual in nature, therefore not necessarily observable. Stereotyping of boys, for example, conjures up images of strength, achievement, and minimal emotional expression. The opposite characteristics traditionally applied to boys are often stereotypes of girls: weak, dependent, nonaggressive, and overly expressive emotionally... If the roles are established, then the rules are established. Girls are good at creative writing; boys are good at science. The students know what is permitted according to their sex.”

(Carelli, 1988, p. xiii)

- 1) Sex
- 2) Gender
- 3) Gender/sex role
- 4) Gender/sex-role stereotype
- 5) Gender-role attitudes
- 6) Gender-role behaviors
- 7) Matriarchy
- 8) Patriarchy
- 9) Androgyny
- 10) Gender/sex bias
- 11) Gender/sex discrimination
- 12) Gender equity

Activity (2.1)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Answer Key for Coming To Terms

Terms Associated With Gender Study

- 1) **Sex:** [ME. (sexe); OFr. (sexe); L. (sexus), earlier (secus), from (secare), to cut, divide.] 1. either of the two divisions of organisms distinguished as male or female; males or females (especially men or women) collectively. 2. the character of being male or female; all of the things which distinguish a male from a female. 3. anything connected with sexual gratification or reproduction or the urge for these, especially the attraction of individuals of one sex for those of the other. 4. the female sex; women: with the article the. (Webster's New Universal Unabridged Dictionary, 1983, p. 1663).
- 2) **Gender:** "refers to being male or female" (Strong & DeVault, 1994, p.35). [ME.; OFr. *gendre*, with unhistoric -d-, from L. *genus*, *generis*, descent, origin.] 1. in grammar, (a) the classification by which nouns and pronouns (and often accompanying modifiers) are grouped and inflected, or changed in form, in relation to sex or their lack of it: . . . English, now virtually free from noun inflection, shows gender chiefly by pronoun reference; . . . 2. sex [Colloq.] (Webster's New Universal Unabridged Dictionary, 1983, p. 762).
- 3) **Gender/sex role:** the roles that a person is expected to perform as a result of their gender in a particular culture (Strong & DeVault, 1994, p.35).
- 4) **Gender/sex-role stereotype:** "a rigidly held and oversimplified belief that all males and females, as a result of their sex, possess distinct psychological and behavioral trait. Stereotypes tend to be false not only for the group as a whole (all men are aggressive) but for any individual member of the group (Michael may not be aggressive)" (Strong & DeVault, 1994, p.35).
- 5) **Gender-role attitudes:** beliefs that we personally hold "about ourselves and others regarding appropriate male and female personality traits and activities" (Strong & DeVault, 1994, p.35). 6) **Gender role behaviors:** the "activities or behaviors we engage in as males and females" (Strong & DeVault, 1994, p.35).
- 6) **Gender-role behaviors:** the "activities or behaviors we engage in as males and females" (Strong & DeVault, 1994, p.35)
- 7) **Matriarchy:** 1. a form of social organization in which the mother is recognized as the head of the family

Activity (2.1)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

or tribe, descent and kinship being traced through the mother instead of the father. 2. government by women. (Webster's New Universal Unabridged Dictionary, 1983, p. 1110).

- 8) **Patriarchy:** 1. the jurisdiction of a patriarch. 2. a form of social organization in which the father or the eldest male is recognized as the head of the family or tribe, descent and kinship being traced through the male line; opposed to matriarchy. 3. government by men: opposed to matriarchy. (Webster's New Universal Unabridged Dictionary, 1983, p. 1314).
- 9) **Androgyny:** word is derived from the Greek roots andros meaning "man" and gyne meaning "woman." Androgyny combines the instrumental traits traditionally associated with masculinity with the expressive traits traditionally associated with femininity (Strong & DeVault, 1994, p. 53).
- 10) **Gender/sex bias:** "Behavior which results from the underlying belief in sex role stereotypes is referred to 'sex bias.' . . . A teacher who believes in the stereotype that girls are not as capable in math as boys may exhibit biased behavior by providing girls less challenging math assignments, or by discouraging girls from pursuing math courses and careers" (Carelli, 1988, p. xiv).

- 11) **Gender/sex discrimination:** "Any action that specifically denies opportunities, privileges, or rewards to a person or a group because of their sex is termed 'sex discrimination' if the action is against the law . . . sex discrimination is often a conscious, deliberate action" (Carelli, 1988, p. xv). Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 has caused sex discrimination to be more narrowly defined. "Policies and practices that clearly and specifically apply to one sex are generally easy to assess as discriminatory" (Aquila & Cohen in Carelli, 1988, p. iv).
- 12) **Gender equity:** "The term 'sex equity' in education refers to the concepts of equal treatment and equal opportunity for all students, regardless of their sex . . . The achievement of sex equity requires the elimination of three different forms of limitation by sex: sex role stereotyping, sex bias, and sex discrimination. (Carelli, 1988, p. xiii)

References

- Carelli, A. (1988). *Sex Equity in Education: Readings and Strategies*. Springfield, IL: Charles C. Thomas.
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Activity(2.1)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Stick Figure Activity

Part A: Drawing

Draw stick figures of persons engaged in the following activities (or others as appropriate for your group).

- ≈ ironing clothes
- ≈ holding a baby
- ≈ sitting at a computer
- ≈ taking another person's temperature
- ≈ driving a car
- ≈ teaching a class
- ≈ working on a car

Part B: Labeling

Have students give the figure which they have drawn a name and ask them to indicate why they have selected the name.

Part C: Sharing

Students share their stick figures and the names which they have assigned the figures with the class.

Possible Questions

- ≈ What patterns do we see in the names assigned to the stick figures?
- ≈ What significance is there to a person's name?
- ≈ Are there any stereotypes present related to the names assigned?
- ≈ What are traditional female and male occupations?
- ≈ What are non-traditional male and female occupations?
- ≈ Why do persons choose traditional and non-traditional occupations?
- ≈ What should guide a person's career selection?

Activity (2.2)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Bem Sex Role Inventory *

* Printed with permission from *Strategies, Techniques, and Effective Resources for Equalizing Opportunities* (S.T.E.R.E.O.), Division of Career and Vocational Education, Arizona Department of Education, 1535 W. Jefferson St., Phoenix, AZ 85007, 1978, based on work by Sandra L. Bem, 1974, "The Measurement of Psychological Androgyny," *Journal of Consulting and Clinical Psychology*, 42, pp. 15-162.

Time: Approximately 45 minutes, with discussion.

Resources: Bem Sex-Role Inventory and scoring directions (included). Teacher information on androgyny.

Objectives

- ≈ To assess androgynous behaviors and personality characteristics.
- ≈ To discuss benefits of blending what are usually regarded as male or female characteristics, values, or attitudes in order to integrate into one's personality the positive characteristics of the other sex as well as one's own sex.

Procedure

- ≈ Distribute the Bem Sex-Role Inventory (BSRI) and have students fill it out. Allow ten minutes.
- ≈ After students complete the BSRI, introduce the concept of androgyny (from the Greek "andro" or male, and "gyne" or female) and lead a brief discussion of androgyny with the group.

Activity (2.3)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Possible Discussion Questions

1. Did you know what androgyny meant before today?
2. Do you think it is okay for people to express both masculine and feminine characteristics?
3. In your school, what kinds of behavior would label someone a homosexual?
4. How do you feel about this?
5. Do you sometimes feel that you would like to express different behaviors, but shouldn't because they are masculine (and you are a female) or feminine (and you are a male)? What are some of these behaviors.

≈ Score the BSRI at this time. As an additional activity, students could survey other students in the school to see where their scores fall on the chart.

≈ Debrief Activity

1. How did you feel as you took the survey?
2. How do you feel about the results?
3. The goal of the inventory is to see how androgynous you are. Should the ultimate goal be androgyny or do differing sex roles have value in society and schools?
4. What are some of the possible consequences of using the instrument in a secondary classroom setting?

Bem Sex Role Inventory

Instructions for Facilitator

This is the Bem Sex-Role Inventory developed by Sandra Lipsitz Bem. An explanation by Bem about the use of the inventory and the scoring follows:

Psychological androgyny (Andros, male and Gyne, female) allows men and women to be both independent and tender, both assertive and yielding, both masculine and feminine. In other words, psychological androgyny expands the range of behaviors available to everyone.

The Bem Sex-Role Inventory (BSRI) was designed to measure the extent to which a person's self-definition is masculine, feminine, or androgynous. The BSRI consists of twenty masculine personality characteristics (e.g., ambitious, self-reliant, independent, assertive) and twenty feminine personality characteristics (e.g., affectionate, gentle, understanding, sympathetic, sensitive to the needs of others). The specific masculine characteristics were selected because they were judged by a large sample of undergraduates to be more desirable in American society for a man than for a woman, and the specific feminine characteristics were selected because they were judged to be more desirable in American society for a woman than for a man. In the test itself, the masculine and feminine characteristics are interspersed with one another and with an additional group of twenty neutral characteristics, and the person is asked to indicate on a seven point scale how well each of these various characteristics describes himself/herself. The scale ranges from 1 ("Never or almost never true") to 7 ("Always or almost always true").

These are the items on the scales of the BSRI. Note: The number preceding each item reflects the position of each adjective as it actually appears on the inventory.

Masculine Items	Feminine Items	Neutral Items
49 Act as a leader	11 Affectionate	51 Adaptable
46 Aggressive	5 Cheerful	36 Conceited
58 Ambitious	50 Childlike	9 Conscientious
22 Analytical	32 Compassionate	60 Conventional
13 Assertive	53 Do not use harsh language	45 Friendly
10 Athletic	35 Eager to soothe hurt feelings	15 Happy
55 Competitive	20 Feminine	3 Helpful
4 Defend own beliefs	14 Flatterable	48 Inefficient
37 Dominant	59 Gentle	24 Jealous
19 Forceful	47 Gullible	39 Likable
25 Have leadership abilities	56 Love children	6 Moody
7 Independent	17 Loyal	21 Reliable
52 Individualistic	26 Sensitive to the needs of others	30 Secretive
31 Make decisions easily	8 Shy	33 Sincere
40 Masculine	38 Soft-spoken	42 Solemn
1 Self-reliant	23 Sympathetic	57 Tactful
34 Self-sufficient	44 Tender	12 Theatrical
16 Strong personality	29 Understanding	27 Truthful
43 Willing to take a stand	41 Warm	18 Unpredictable
28 Willing to take risks	2 Yielding	54 Unsystematic

Activity (2.3)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Scoring the Test

On the basis of his/her responses, each person receives three major scores—a masculinity score, a femininity score, and most importantly, an androgyny score. To compute the masculinity score, add up all of the points assigned to the masculine adjectives and then divide that sum by the total number of masculine adjectives actually rated (20). To compute the femininity score, add up all of the points assigned to the feminine adjectives and then divide that sum by the total number of feminine adjectives actually rated (20). To compute the androgyny score, subtract the masculinity score from the femininity score.

Discussion of the Score

The masculinity and femininity scores indicate the extent to which a person endorses masculine and feminine personality characteristics as self-descriptive. As indicated above, the masculinity and femininity scores are simply the means of each subject's ratings of the masculine and feminine adjectives on the BSRI. Both of these scores can range from 1 to 7. It should be noted that these two scores are logically independent. That is, the structure of the test does not constrain them in any way, and they are free to vary independently.

In contrast, the androgyny score (computed as femininity minus masculinity) reflects the relative amounts of masculinity and femininity that the person includes in his or her self-description, and, as such, it best characterizes the nature of the person's total sex role. Thus, if a person's femininity score is much higher than his or her masculinity score (that is, if a person describes himself as being much more feminine than masculine), then we think of that person as having a feminine sex role. Similarly, if a person's masculinity score is much higher than his or her femininity score, then we think of that person as having a masculine sex role. In contrast, if a person's masculinity and femininity scores are approximately equal (that is, if there is really no difference in how masculine or feminine a person thinks he or she is), then we think of that person as having an androgynous sex role. A feminine sex role thus represents not only the endorsement of feminine attributes, but the simultaneous rejection of masculine attributes. Similarly, a masculine sex role represents not only the endorsement of masculine attributes, but the simultaneous rejection of feminine attributes. In contrast, an androgynous sex role represents the equal endorsement of both masculine and feminine attributes.

Activity (2.3)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

The androgyny score itself can range from -6 (extremely masculine) through 0 (completely androgynous) to + 6 (extremely feminine). However, because individuals rarely score at the extremes, we suggest that the androgyny score (AS) be interpreted as follows:

Sex Role	Androgyny Score
Feminine	AS > + 1
Near-feminine	AS > + .5 and < + 1
Androgynous	AS > -.5 and < + .5
Near-masculine	AS > - 1 and < - 5
Masculine	AS < - 1

Androgyny Score

The BSRI has been given to approximately fifteen hundred undergraduates at Stanford University. Semester after semester, results show that about 50 percent of the students are “appropriately” sex-typed, about 35 percent are androgynous, and about 15 percent are “cross” sex-typed. The norms are as follows

	Stanford University		Foothill	
	Males (N=444)	Females (N=117)	Males (N=117)	Females (N=77)
Feminine	5%	29%	8%	35%
Near Feminine	5%	13%	7%	15%
Androgynous	44%	39%	55%	41%
Near Masculine	16%	8%	12%	5%
Masculine	30%	7%	17%	4%

Activity (2.3)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Bem Sex Role Inventory

Instructions for Students

On the following page, you will be shown a large number of personality characteristics. We would like you to use those characteristics in order to describe yourself. That is, we would like you to indicate on a scale from 1 to 7, how true of you these various characteristics are. Please do not leave any characteristic unmarked.

Example: Sly

Mark a 1 if it is *Never or Almost Never True* that you are sly.

Mark a 2 if it is *Usually Not True* that you are sly.

Mark a 3 if it is *Sometimes but infrequently True* that you are sly.

Mark a 4 if it is *Occasionally True* that you are sly.

Mark a 5 if it is *Often True* that you are sly.

Mark a 6 if it is *Usually True* that you are sly.

Mark a 7 if it is *Always or Almost Always True* that you are sly.

Thus, if you feel it is sometimes but infrequently true that you are "sly," never or almost never true that you are "malicious," always or almost always true that you are "irresponsible," and often true that you are "carefree," then you would rate these characteristics as follows:

Sly	3
Malicious	1
Irresponsible	7
Carefree	5

Activity (2.3)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Describe yourself	1 Never or Almost Never True	2 Usually Not True	3 Sometimes but infrequently True	4 Occasionally True	5 Often True	6 Usually True	7 Almost or Almost Always True
1. Self-reliant							
2. Yielding							
3. Helpful							
4. Defend own beliefs							
5. Cheerful							
6. Moody							
7. Independent							
8. Shy							
9. Conscientious							
10. Athletic							
11. Affectionate							
12. Theatrical							
13. Assertive							
14. Flatterable							
15. Happy							
16. Strong personality							
17. Loyal							
18. Unpredictable							
19. Forceful							
20. Feminine							
21. Reliable							
22. Analytical							
23. Sympathetic							
24. Jealous							
25. Have leadership abilities							
26. Sensitive to the needs of others							
27. Truthful							
28. Willing to take risks							
29. Understanding							
30. Secretive							

Activity (2.3) Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

	1 Never or Almost Never True	2 Usually Not True	3 Sometimes but infrequently True	4 Occasionally True	5 Often True	6 Usually True	7 Almost or Almost Always True
31. Make decisions easily							
32. Compassionate							
33. Sincere							
34. Self-sufficient							
35. Eager to soothe hurt feelings							
36. Conceited							
37. Dominant							
38. Soft-spoken							
39. Likable							
40. Masculine							
41. Warm							
42. Solemn							
43. Willing to take a stand							
44. Tender							
45. Friendly							
46. Aggressive							
47. Gullible							
48. Inefficient							
49. Act as a leader							
50. Childlike							
51. Adaptable							
52. Individualistic							
53. Do not use harsh language							
54. Unsystematic							
55. Competitive							
56. Love children							
57. Tactful							
58. Ambitious							
59. Gentle							
60. Conventional							

Activity (2.3) Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Self Narrative

Write an autobiographical description of your life at least 3 pages in length using gender as a lens with which to view your life. Some elements you might include in your description are as follows:

- 1) Basic demographic information (where you were born, family type and size, number of brothers and sisters, religious and cultural influences, etc.)
- 2) Experiences which stand out for you in your life which you associate with your understanding of who you are as a female or male.
- 3) How you see yourself as a male or female.
- 4) How your gender influences your life in our society.

Activity (2.4)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

What should be done about the status
of gender in today's social institutions?

PRACTICAL PROBLEM

Gender
Gender Bias
Gender Discrimination
Gender Equity
Matriachry
Sex

Androgyny
Gender-Role Attitudes
Gender-Role Behaviors
Gender-Role/Sex Role
Gender-Role Stereotypes
Patriarchy

SUPPORTING CONCEPTS

VALUED ENDS

SYSTEM OF ACTION

Class 2, Transparency 1

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*.
Baltimore, MD: Maryland State Department of Education.

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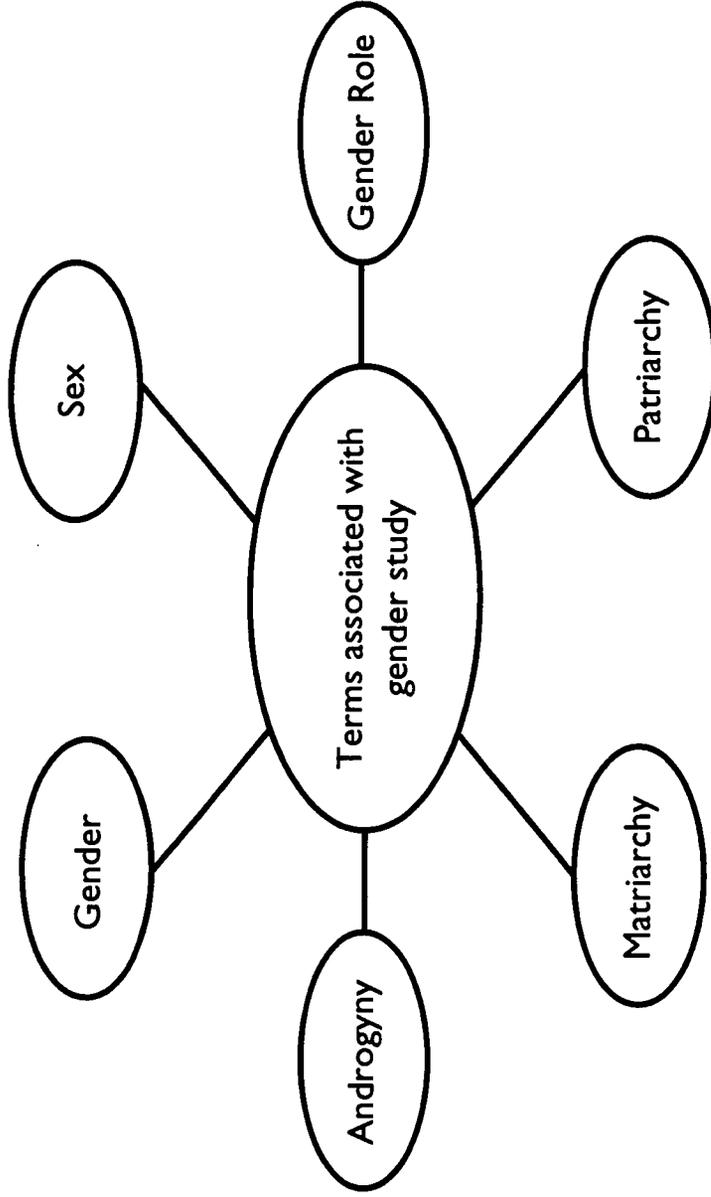
Gender-Role Stereotypes

SUPPORTING CONCEPTS

What should be done about gender role stereotypes in today's social institutions (including schools)?

Class 2, Transparency 2

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.



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Are sex roles of value?

SUPPORTING CONCEPTS

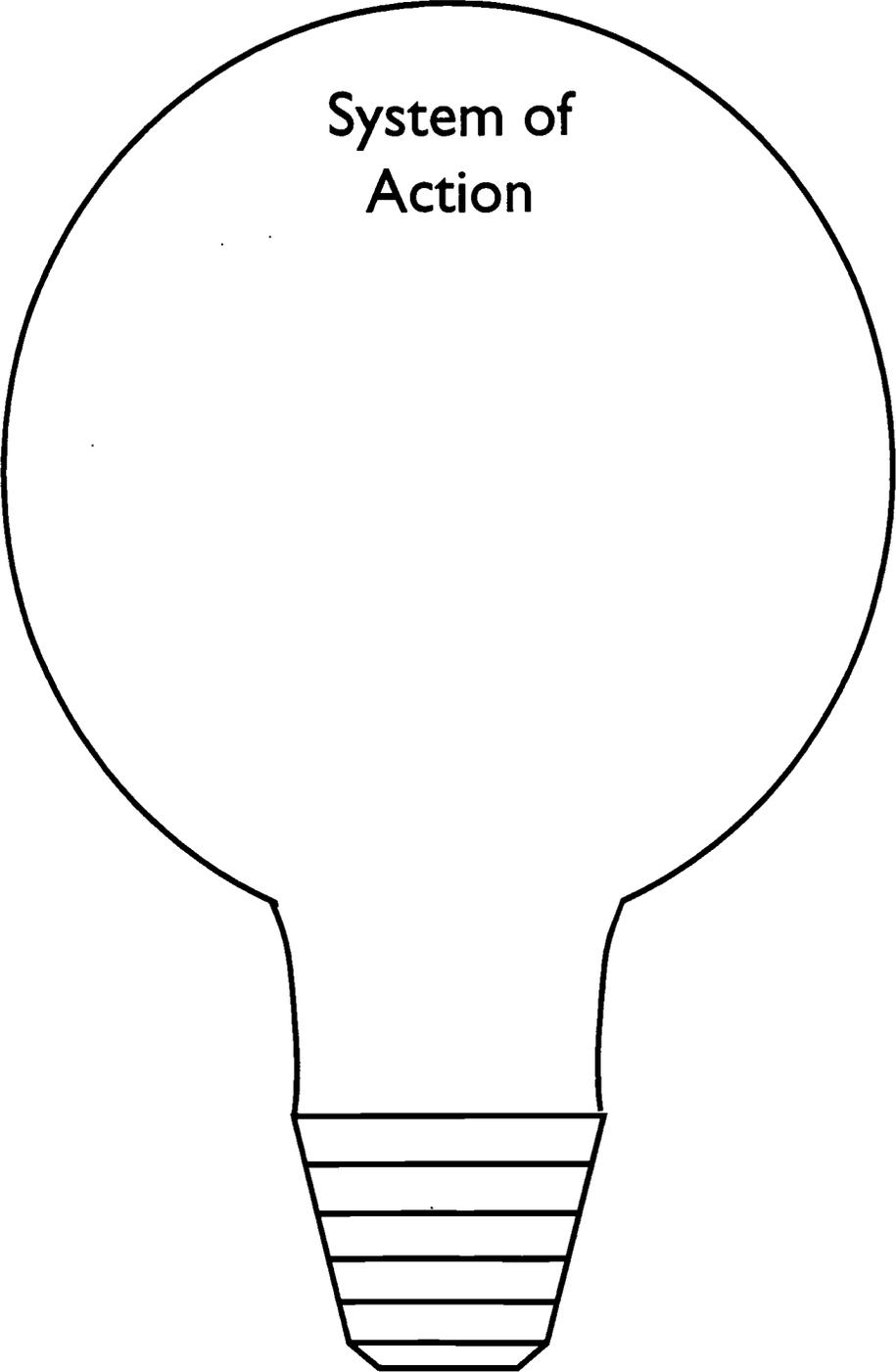
What should be done about sex roles
in today's social institutions?

Class 2, Transparency 4

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

What should be done about the status of gender
in today's social institutions?

System of
Action



Class 2, Transparency 5

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*.
Baltimore, MD: Maryland State Department of Education.

Class 3 Lesson Outline



Practical Problem

What should be done about the educational implications of gender differences?

Valued Ends

Educators who

- respond to gender-related differences between students in a manner that promotes student success and well-being.
- can interpret student understanding of gender-related differences.

Supporting Content

- Gender differences
 - 1) behavior
 - a) aggression
 - b) assertiveness
 - c) cooperation
 - d) perfection
 - e) silence
 - 2) communication styles
 - 3) self-esteem
 - 4) student performance
 - a) gender bias in testing
 - b) language achievement tests
 - c) math achievement tests

Suggested Activities:

- ~ *What would life be like (3.1)?* Students write a description of what life would be like if they woke up tomorrow as a member of the opposite gender. Students compare their ideas with those presented in Tarvis, C. and Baumgartner, A.I. (1893, February). How would your life be different? Redbook.
- ~ *Deciphering differences.* Discuss what the assigned readings reveal about gender-related differences between male and female students. Discuss the ways in which one's knowledge of gender differences might influence a teacher's work in the classroom with female and male students.

Suggested Resources

Student Readings

- Bailey, S.M. (1993). The current status of gender equity research in American schools. *Educational Psychologist*, 28 (4), 321-339.
- Carelli, A.O. (Ed.) (1988). Cost of sex bias in schools: The report card. In *Sex equity in education: Readings and strategies* (pp. 25-28). Springfield, IL: Charles C. Thomas.
- Fagot, B.I. & Hagan, R. (1985). Aggression in toddlers: Responses to the assertive acts of boys and girls. *Sex Roles*, 12 (3/4), 341-351.
- Jacklin, C.N. (1989). Female and male: Issues of gender. *American Psychologist*, 44 (2), 127-133.
- Mickelson, R.A. (1992). Why does Jane read and write so well? The anomaly of women's achievement. In Julia Wrigley (Ed.) *Education and gender equality* (pp. 149-171). Washington, DC: The Falmer Press.
- Sadker, M. and Sadker, D. (1994). Hidden lessons. In *Failing at Fairness: How America's schools cheat girls* (pp. 1-14). New York: Charles Scribner's Sons.
- Sadker, M. and Sadker, D. (1994). Test dive. In *Failing at Fairness: How America's schools cheat girls* (pp. 136-160). New York: Charles Scribner's Sons.

Non-Print Media

- Boys and Girls are Different: Men, Women and the Sex Difference*. Available from 1-800-ABC-7500.

For Further Reference

- Burbridge, L.C. (1991). *The interaction of race, gender, and socioeconomic status in education outcomes*. Wellesley College, Wellesley, MA: Center for Research on Women.

- Cook, A. S., Fritz, J. J., McCornack, B. L., & Visperas, C. (1985). Early gender differences in the functional usage of language. *Sex Roles: A Journal of Research*, 12 (9/10), 909-915.
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- Lyons, N. P. (1983). Two perspectives: On self, relationships, and morality. *Harvard Educational Review*, 53 (2), 125-145.
- Maccoby, E. E. and Jacklin, C. N. (1980). Sex differences in aggression: A rejoinder and reprise. *Child Development*, 51, 964-980.
- Martin, R. (1972). Student sex and behavior as determinants of the type and frequency of teacher-student contacts. *Journal of School Psychology*, 10 (4), 339-347.

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- Moely, B. E., Skarin, K. and Weil, S. (1979). Sex differences in competition-cooperation behavior of children at two age levels. *Sex Roles: A Journal of Research*, 5 (3), 329-342.
- Scheirer, M. A. and Kraut, R. E. (1979). Increasing educational achievement via self concept change. *Review of Educational Research*, 49 (1), 131-150.
- Wong, M.R. (1992, August). *Shame and male gender identity*. Paper presented at the annual meeting of the American Psychological Association, Washington, D.C.

Transparencies

- Transparency 1: Practical Problem
- Transparency 2: Behavior Differences
- Transparency 3: Communication Style Differences
- Transparency 4: Self-Esteem
- Transparency 5: Student Performance
- Transparency 6: Gender Differences
- Transparency 7: System of Action

What Would It Be Like?

Part I: Student Descriptions

Describe what your life would be like if you woke up tomorrow morning as a member of the opposite sex. Consider the following questions as you write your description:

- ≈ How would your concern about your appearance be affected? What activities would you engage in throughout the day? At school, at home, in the community?
- ≈ What similarities and differences might there be in your behavior?
- ≈ What similarities and differences might there be in the way that you are treated by others (strangers, family members and friends)?
- ≈ What does looking at the life of persons of the opposite gender reveal about how you feel regarding your own gender?

Activity (3.1)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Part II: Sharing, Listing and Comparing

- ≈ Have students share their descriptions in groups or with the entire class.
- ≈ As the descriptions are shared, list the main ideas which the male and female students present about life as a member of the opposite gender.
- ≈ Ask students to identify the main themes brought forward in the descriptions for each gender. Compare the themes given for male and female students.
- ≈ Discuss the consequences of viewing either gender in the manner presented. Ask students to indicate whether or not they felt that changes should occur in the themes presented and what they would do to encourage the changes they recommend.
- ≈ Compare student lists with the ideas presented in Tarvis, C. and Baumgartner, A.I. (1983, February). How would your life be different? Redbook (excerpts from the article follow). The ideas presented in the article represent Alice Baumgartner's findings with 2000 children in the early 1980s.
- ≈ Discuss what you would do as an educator if your students wrote comments or offered comments in class similar to those presented on the lists. What consequences are there for classroom interaction when such ideas and attitudes persist?
- ≈ Tarvis and Baumgartner wrote their article in the early 1980s. Looking at comments of members of our class and looking at the comments given in the article, how do these compare? How do you feel about the results of the comparison?

Activity (3.1)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

What Would Your Life Be Like?

Female Students' Comments

1. "I would be treated better. I would get paid more and be able to do more things."
2. "I could do stuff better than I do now."
3. "People would take my decisions and beliefs more seriously."
4. "If I were a boy, my whole life would be easier."
5. "If I were a boy, my daddy might have loved me."
6. "I wouldn't have to be neat."
7. "I wouldn't have to worry about how I look."
8. "I could run for president."
9. "I want to be a nurse, but if I were a boy, I'd want to be an architect."
10. "I wouldn't have to baby-sit."
11. "I'd be noisier and more active."
12. "I would not be allowed to express my true feelings."
13. "I'd get called on to answer more questions."
14. "I'd be trusted more when driving."

Male Students' Comments

1. "It wouldn't be fun."
2. "If I were a girl, I'd be stupid and weak as a string."
3. "If I woke up and I was a girl, I would hope it was a bad dream and go back to sleep."
4. "If I were a girl, everybody would be better than me, because boys are better than girls."
5. "I couldn't be a slob anymore—I'd have to smell pretty."
6. "I would have to cook, be a mother and yucky stuff like that."
7. "I couldn't be a mechanic."
8. "I would refuse to work as a secretary or something stupid like that."
9. "I would have to hate snakes."
10. "I couldn't climb trees or jump the creek. I couldn't throw spitballs."
11. "No one would make fun of me because I'm afraid of frogs."
12. "I could ride girls' bikes without getting laughed at."
13. "I'd be treated unfairly, with less respect."
14. "I'd get away with a lot less."

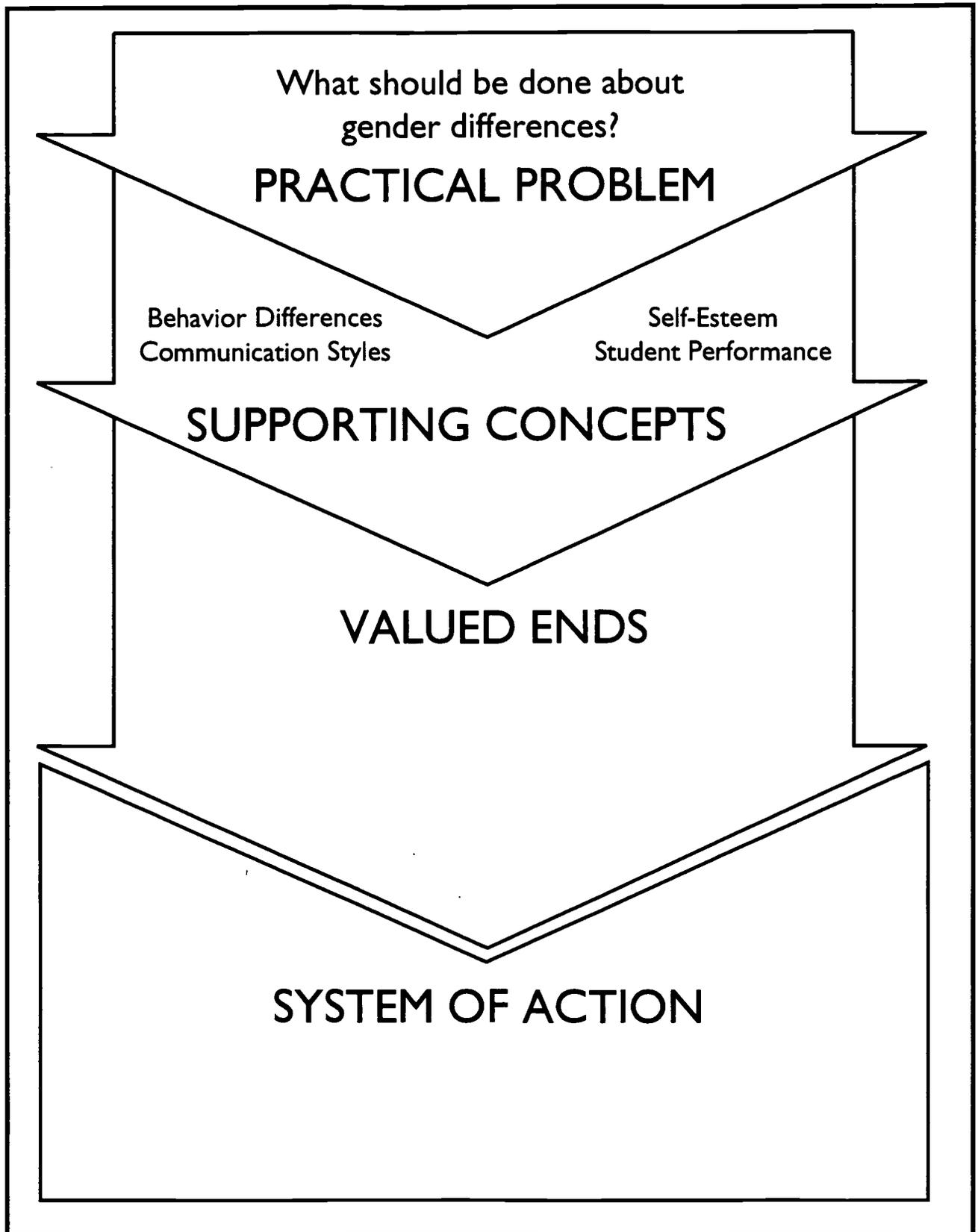
Comments from Tarvis, C. and Baumgartner, A.I. (1983, February). "How would your life be different?" *Redbook*.

Activity (3.1)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

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Class 3, Transparency 1

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Behavior Differences

SUPPORTING CONCEPTS

What should be done about behavior differences?

Class 3, Transparency 2

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Communication Style Differences

SUPPORTING CONCEPTS

What should be done about communication style differences?

Class 3, Transparency 3

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Self-Esteem

SUPPORTING CONCEPTS

What should be done about self-esteem?

Class 3, Transparency 4

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

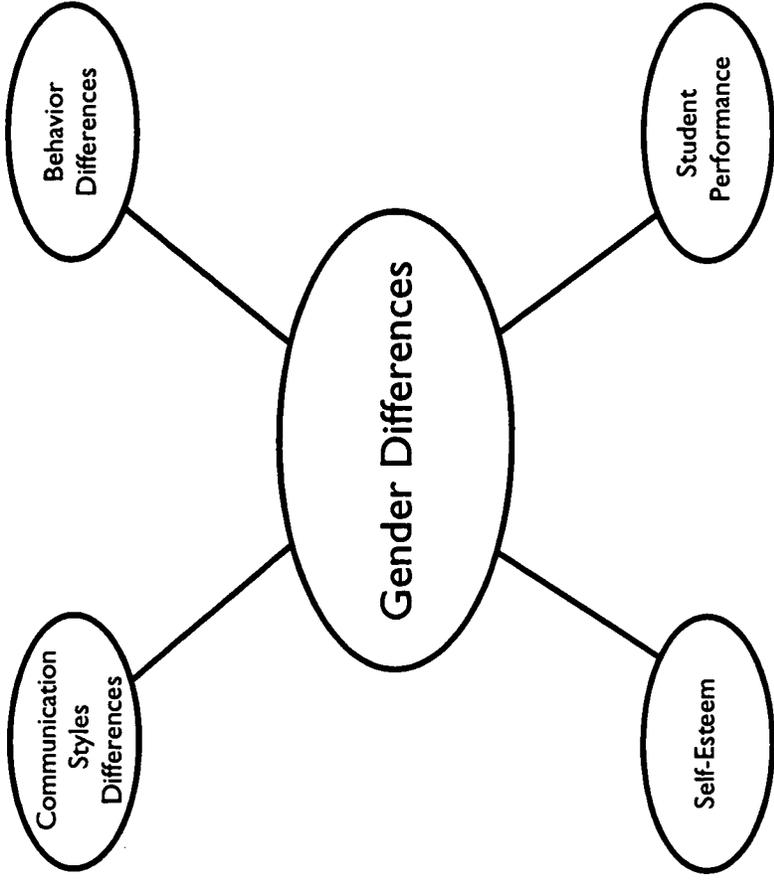
Student Performance

SUPPORTING CONCEPTS

What should be done about student performance?

Class 3, Transparency 5

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.



What should be done about gender differences?

System of
Action

Class 3, Transparency 7

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Class 4 Lesson Outline



Practical Problem

What should be done about the origins and influences upon gender role development?

Valued Ends

Educators who

- understand the influence of biology, cognitive and physical development, and social learning upon gender role development.
- are prepared to address gender-related developmental concerns during infancy, toddlerhood, and preschool.
- encourage socialization of infants and children which is free of gender bias and stereotyping.

Supporting Content

- Origins of and influences upon gender-role development
 - 1) biological
 - 2) developmental
 - a) infancy and toddlerhood
 - b) preschool
 - 3) social

Suggested Activities

- ≈ *Nature vs. nurture.* Students debate, in teams, the roles played by nature (biology) and nurture (socially) in a person's gender role development.
- ≈ *Clothing:* Show pictures of babies dressed as female and male infants. Ask students to indicate whether the infants are female or male and to justify their conclusions. Discuss the role parents and others assume as they interact with young children based upon the clothes that the children wear. What influence do parents and other adults have upon the development of a child's gender role?
- ≈ *Children's toys: Looking for patterns* (4.1). Students will examine and evaluate toys for gender-related influences. Discuss possible consequences for children who play with toys bearing traditional gender role connections as well as consequences for children who play with toys which do not bear traditional gender role connections. Discuss factors which influence toys which children select for play.
- ≈ *Packaging gender.* Students are shown two boxes. One of the boxes is labeled "male toddler" and the other is labeled "female toddler." Students are to list those toys which they feel might be included in the packages. Discuss items listed, the rationale for listing the items, and the consequences of packaging male and female preschoolers in certain gender-related ways.

Suggested Activities (cont.)

- ≈ Analyze children's play (4.2). Observe a group of preschool age children at play or watch a video segment showing children at play. Analyze the segment for gender-role behavior.
- ≈ *How to produce a dependent child* (4.3). Discuss Lott's (1987) suggestions for fostering dependency in children and the consequences of fostering dependency.

Suggested Resources

Student Readings

- Begley, S. (1995, March 27). Gray matters. *Newsweek*, 48-54.
- Halpern, D.F. (1986). Introduction and overview. In *Sex differences in Cognitive Abilities* (pp. 1-21). Hillsdale, NJ: Erlbaum.
- Halpern, D.F. (1986). Cognitive Sex Differences. In *Sex differences in Cognitive Abilities* (pp. 231-256). Hillsdale, NJ: Erlbaum.
- Kramer, S. (1988). Sex role stereotyping: How it happens and how to avoid it. In Anne Carelli (Ed.) (1988). *Sex equity in education: Readings and strategies* (pp. 3-22). Springfield, IL: Charles C. Thomas.
- Lott, B. (1987). Infancy and childhood: Learning how to be a girl. In *Women's lives: Themes and variations in gender learning* (pp. 35-67). Pacific Grove, CA: Brooks/Cole.
- Mann, J. (1994). Nature, nurture and gender. In *The difference: Growing up female in America*. (pp. 29-44). New York: Warner Books.
- Ring, B. (1988). Early childhood sex role socialization. In Anne Carelli (Ed.), *Sex equity in education: Readings and strategies* (pp. 29-41). Springfield, IL: Charles C. Thomas.
- Shapiro, L. (1990, May 28). Guns and dolls. *Newsweek* (pp. 56-59, 61-62, 65).

For Further Reference

- Bem, S. L. (1993). The construction of gender identity. In *The lenses of gender: Transforming the debate on sexual inequality* (pp.133-175). New Haven: Yale University Press.
- Carpenter, C. J. & Huston-Stein, A. (1980). Activity structure and sex-typed behavior in preschool children. *Child Development*, 51, 862-872.
- Gorman, C. (1992, January 20). Sizing up the sexes. *Time*, p. 42-50.
- Maccoby, E.E. (1988). Gender as a social category. *Developmental Psychology*, 24 (6), 755-765.
- Raines, B. (1991). *Creating sex-fair family day care*. WEEA Publishing Center.

Transparencies

- Transparency 1: Practical Problem
- Transparency 2: Biological Influences
- Transparency 3: Developmental Influences
- Transparency 4: Social Influences
- Transparency 5: Gender-Role Development Balance
- Transparency 6: System of Action

Children's Toys: Looking For Patterns

Visit a toy store or a section of a department store where children's toys are located.

Write a description of what you find and your feelings about your experience as you do the following:

- 1) Investigate the packaging used on 10 or more toys and identify any patterns related to gender which exist on the packaging.
- 2) Imagine that you were going into the toy store looking for toys for a male infant (8 months) and a male child (8 years). What toys would you choose for them? Why would you choose them?
- 3) Imagine that you were going into the toy store looking for toys for a female infant (8 months) and a female child (8 years). What toys would you choose for them? Why would you choose them?
- 4) Write a statement that summarizes the results of your research as well as what you have learned about yourself while you worked through this assignment.

Activity (4.1)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

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Analyze Children's Play

Observe a group of children at play for at least an hour.

Write a description of the children's play including the following:

- 1) The approximate ages of the children.
- 2) The number of male and female children which you are focusing upon as you observe.
- 3) How the children group themselves as they play. Is there a pattern related to gender as they play?
- 4) What the children do during their play. Indicate if there are differences in the activities which male and female children engage in and the equipment which male and female children use.
- 5) What you have learned about gender and children's play from this experience as an observer.

Activity (4.2)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

80

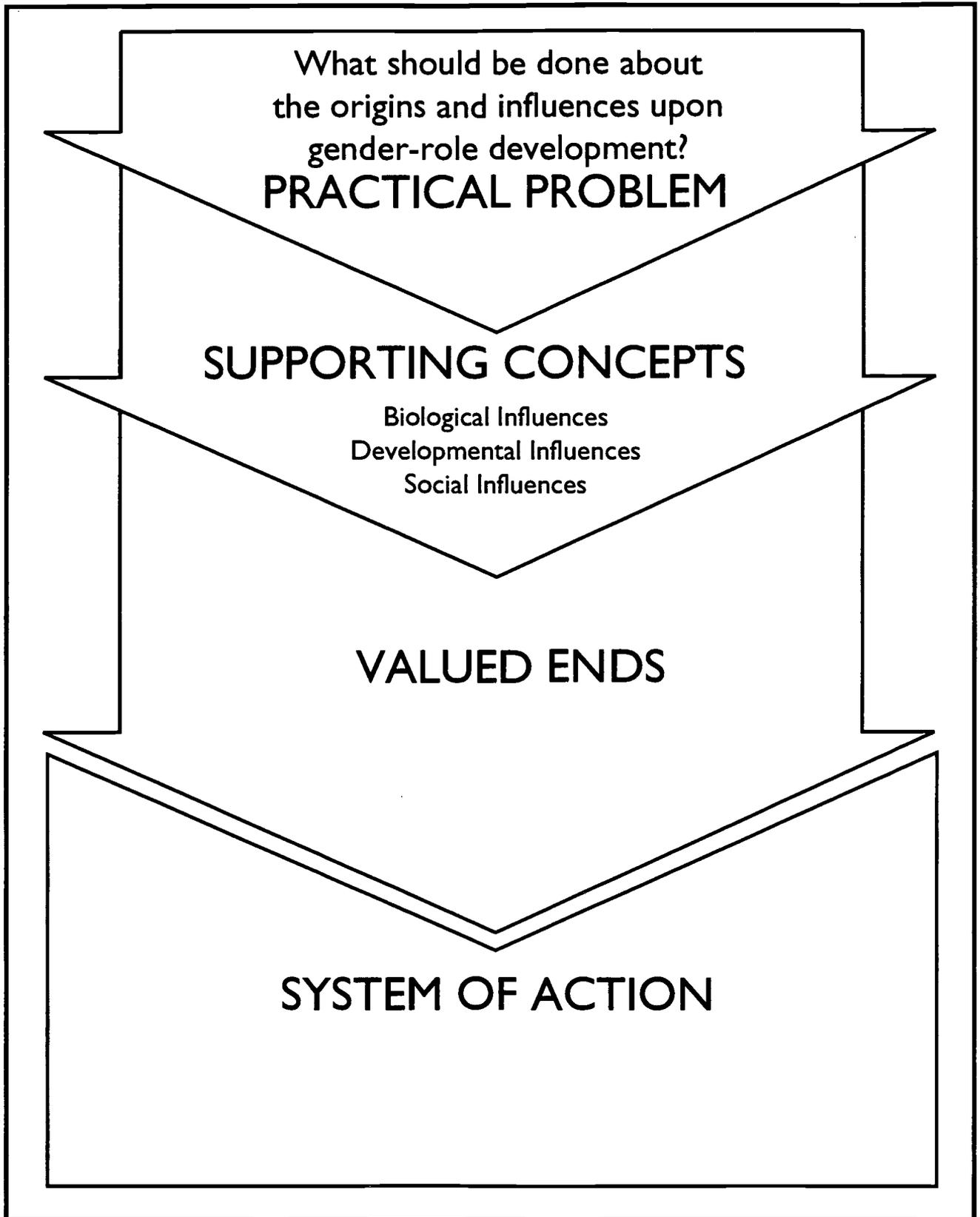
How To Produce A Dependent Child

- Restrict the child's space and number of stimuli.
- Anticipate the child's needs and provide few opportunities for independent activity.
- Do not reward a child's independent behaviors and ensure that task success will be unlikely.
- Positively reinforce dependent, help-seeking, and passive behaviors often to encourage their frequent occurrence.

From Lott, B. (1987). *Infancy and childhood: Learning how to be a girl*. In *Women's lives: Themes and variations in gender learning* (pp. 35-67). Pacific Grove, CA: Brooks/Cole.

Activity (4.3)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.



Class 4, Transparency I

Gentler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Biological Influences

SUPPORTING CONCEPTS

What should be done about biological differences upon gender-role development?

Class 4, Transparency 2

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Developmental Influences

SUPPORTING CONCEPTS

What should be done about developmental influences upon gender-role development?

Class 4, Transparency 3

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Social Influences

SUPPORTING CONCEPTS

What should be done about social influences
upon gender-role development?

Class 4, Transparency 4

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Influences Upon
Gender-Role Development

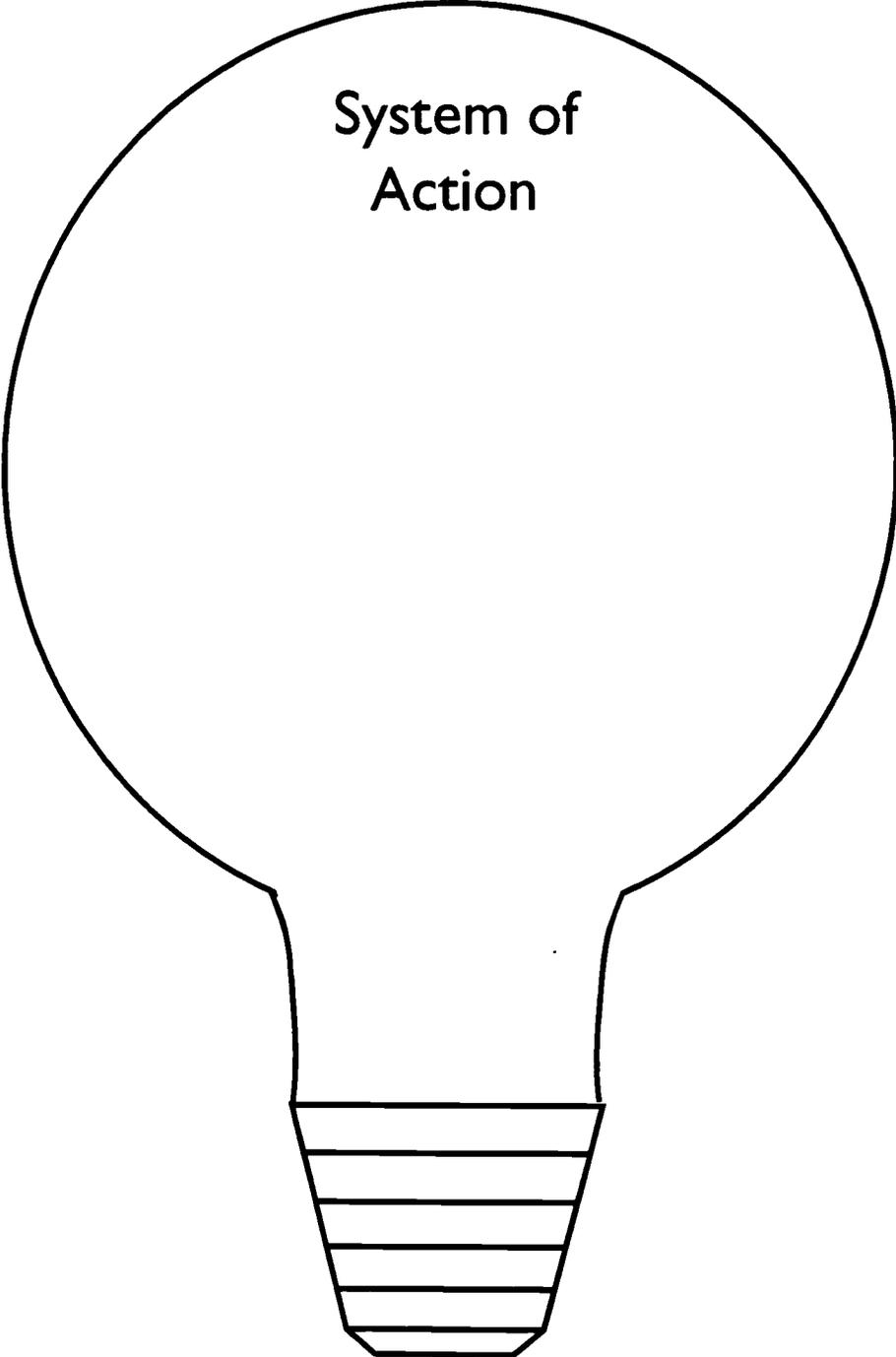
Biological
Influences

Social Influences

Developmental
Influences

What should be done about the origins and influences upon gender-role development?

System of
Action



Class 4, Transparency 6

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

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Class 5 Lesson Outline



Practical Problem

What should be done about the origins and influences upon gender-role development?

Valued Ends

Educators who

- comprehend the possible influence of students' environment (socioeconomic status, geographic location, culture, religion) and race, ethnicity, and disability upon their gender-role development.
- respond to environmental and racial influences upon students' gender-role development in a manner which promotes learning and students' self-esteem.
- assess the way gender and their understanding of gender affects their lives.

Supporting Content

- Origins of and influences upon gender-role development
 - 1) environmental
 - a) prejudice
 - b) regionality
 - c) religion
 - d) socioeconomic class
 - 2) race and ethnicity
 - 3) disability

Suggested Activities

- ≈ *Sharing of self narratives* (See 2.4).
- ≈ *Statistics*. Share statistics related to class, racial and ethnic composition in the U.S. as well future trends related to these. Discuss what the numbers mean to the students and how the mix of these demographic indicators (class, race, ethnicity, and gender impacts classroom interaction).
- ≈ *Cultural trends*. Discuss cultural differences in gender-role development among various ethnic, racial, and regional groups.
- ≈ *Analyze readings* (5.1). Analyze and record discoveries regarding race/ethnicity, class, and gender given in assigned readings using the table given in (5.1). The jigsaw cooperative learning strategy may be used by students to prepare for discussion. Students select either one topic or one reading and complete those segments of the table for large group discussion. Such preparation may be done in class or assigned previous to the class period.

Suggested Resources

Student Readings

- Davenport, D.S. and Yurich, J.M. (1991). Multicultural gender issues. *Journal of Counseling and Development*, 70 (1), 64-71.
- Grant, L. (1985). Race-gender status, classroom interaction, and children's socialization in elementary school. *Sociology of Education*, 57 (2), 57-77.
- Pollard, D. (1993). Gender, achievement, and African-American students' perceptions of their school experience. *Educational Psychologist*, 28 (4), 341-356.
- Scott-Jones, D. & Clark, M. (1986, March). The school experiences of black girls: The interaction of gender, race, and socioeconomic status. *Phi Delta Kappan*, 520-526.
- Weiler, K. (1988). Gender, race and class in the feminist classroom. In *Women teaching for change: Gender, class & power*. (pp. 125-145). South Hadley, MA: Bergin & Garvey.

For Further Reference

- Brandon, P.R. (1991). Gender differences in young Asian-Americans' educational attainments. *Sex Roles: A Journal of Research*, 25 (1-2), 45-61.
- Farkas, G. (1990). Cultural resources and school success: Gender, ethnicity, and poverty groups within an urban school district. *American Sociological Review*, 55 (1), 127-142.
- Goldstein, B.L. (1988). In search of survival: The education and integration of Hmong refugee girls. *The Journal of Ethnic Studies*, 16 (2), 1-27.

Grant, L. (1984). Black females "place" in desegregated classrooms. *Sociology of Education: A Journal of Research in Socialization and Social Structure*, 57 (2), 98-111.

Willig, A. C., Harnisch, D. L., Hill, K. T. & Maehr, M. L. (1983). Sociocultural and educational correlates of success-failure attributions and evaluation anxiety in the school setting for Black, Hispanic, and Anglo children. *American Educational Research Journal*, 20 (3), 385-410.

Transparencies

Transparency 1: Practical Problem

Transparency 2: Environmental Influences

Transparency 3: Racial Influences

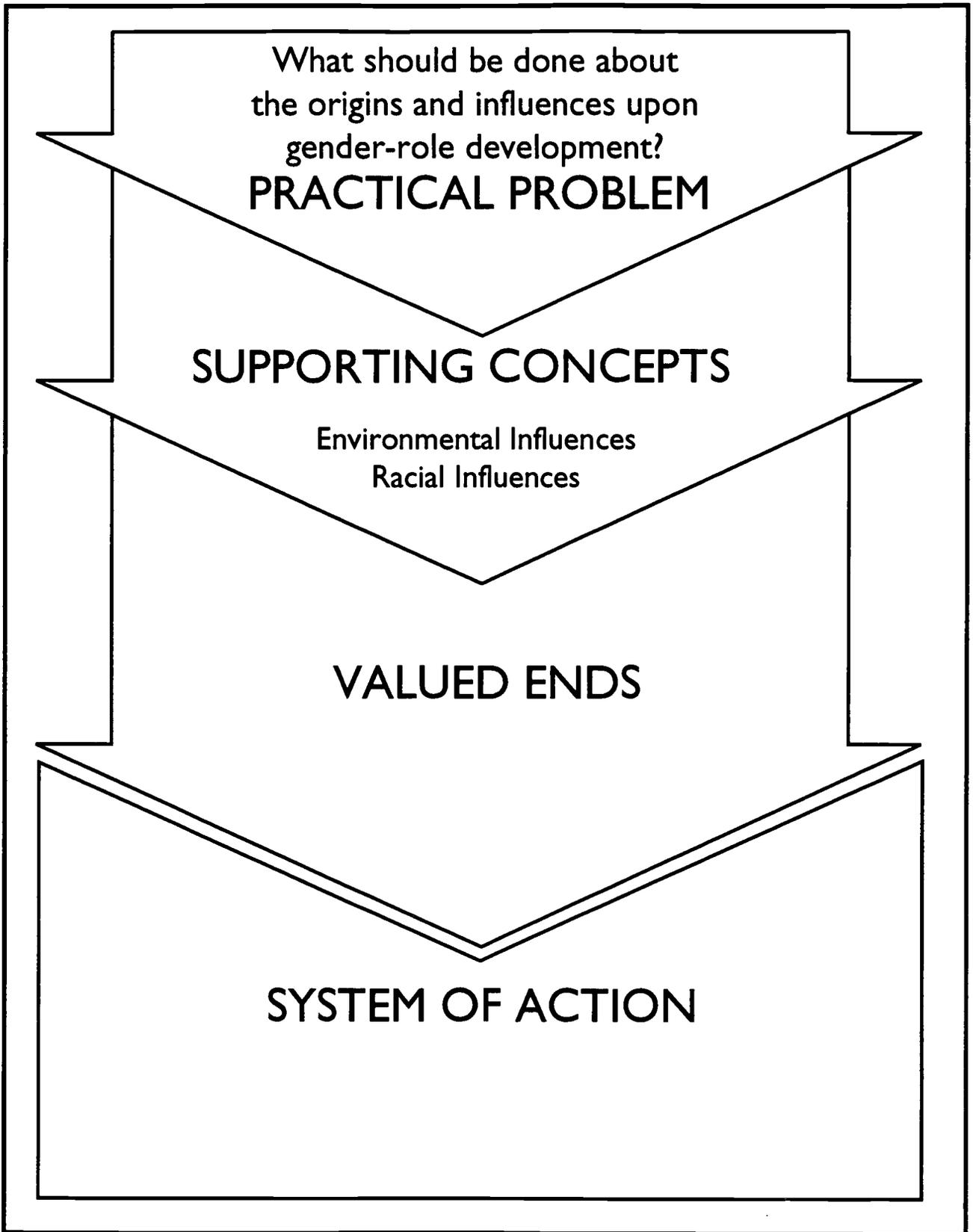
Transparency 4: Gender-Role Development
Balance

Transparency 5: System of Action

Assigned Readings Analysis

Directions: Analyze and record discoveries regarding race/ethnicity, class, and gender from the assigned readings.

Student Reading	Race/Ethnicity	Class	Gender
			99



Class 5, Transparency I

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Environmental Influences

SUPPORTING CONCEPTS

What should be done about environmental influences upon gender-role development?

Class 5, Transparency 2

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Racial Influences

SUPPORTING CONCEPTS

What should be done about racial influences upon gender-role development?

Class 5, Transparency 3

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Gender-Role Development

Environmental
Influences

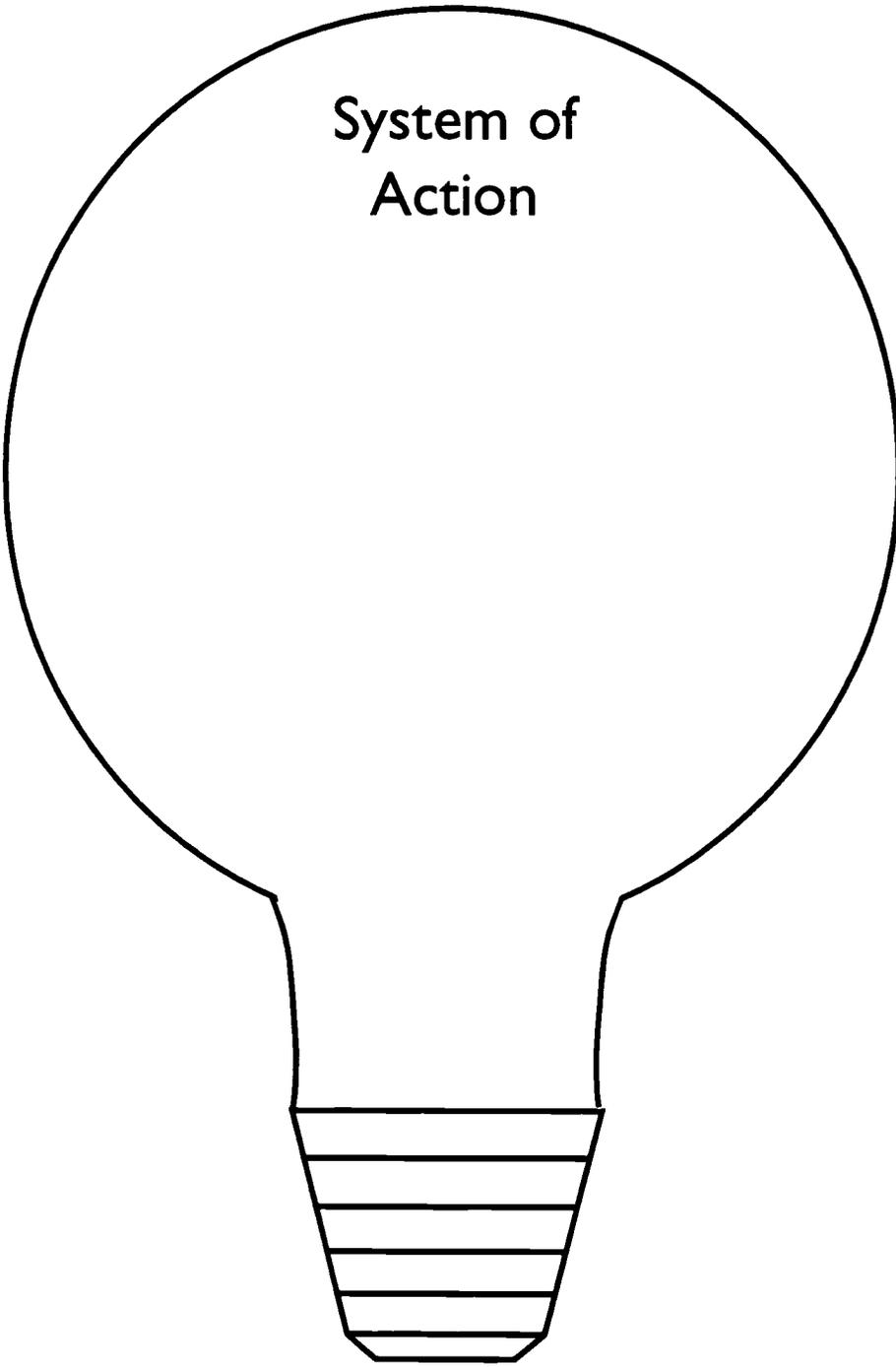
Racial
Influences

103

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What should be done about the origins and influences upon gender-role development?

System of
Action



Class 5, Transparency 5

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Class 6 Lesson Outline



Practical Problem

What should be done about the origins and influences upon gender-role development?

Valued Ends

Educators who

- can address gender-related developmental concerns during a student's school experiences.
- support gender-equitable programs and staffing within schools, school-related activities, and programs.
- maximize student learning as they employ gender-equitable teaching strategies and resources within their classrooms.

Supporting Content

- The origins of and influences upon gender-role development
 - 1) developmental
 - a) elementary school
 - b) middle school
 - c) high school
 - 2) the school's role
 - a) administrative imbalance
 - b) courses
 - c) curriculum materials
 - d) extracurricular activities and sports
 - e) gender segregation/separation
 - f) teacher attention, feedback, and expectations

Suggested Activities

- ≈ *Key issues* (6.1). Have students use a timeline to list the key gender-related issues in the development of female and male students during different school stages including trends related to school performance.
- ≈ *Schools and Gender* (6.2). In groups, students complete the table given in Activity (6.2) which analyzes what various sources reveal regarding a school's role in gender-role development.
- ≈ *The school's role*. Divide students into groups to discuss each item under "the school's role." Groups summarize their discussion of the items. Look for commonalities between each category discussed.

Suggested Resources

Student Readings

- The American Association of University Women Educational Foundation. (1992). *How schools shortchange girls: A study of major findings on girls and education*. Researched by The Wellesley College Center for research on Women. Washington, D.C.: American Association of University Women and National Education Association.
- Grugeon, E. (1993). Gender implications of children's playground culture. In Peter Woods & Martyn Hammersley (Eds), *Gender and ethnicity in schools: Ethnographic accounts*. New York, NY: Routledge.
- Mee, C.S. (1995). Middle school voices on gender identity. *WEEA Publishing Center Digest*, March, 1-6.
- Pipher, M. (1994). Theoretical issues—for your own good. In *Reviving Ophelia: Saving the selves of adolescent girls* (pp. 29-44). New York: Putnam.
- Pipher, M. (1994). Developmental issues—"I'm not waving, I'm drowning." In *Reviving Ophelia: Saving the selves of adolescent girls* (pp. 45-73). New York: Putnam.
- Sadker, M. and Sadker, D. (1994). The miseducation of boys. In *Failing at Fairness: How America's schools cheat girls* (pp. 197-225). New York: Charles Scribner's Sons.
- Sadker, M. and Sadker, D. (1986, March). Sexism in the classroom: From grade school to graduate school. *Phi Delta Kappan*, 67 (7), 512-515.
- Shmurak, C.J. and Ratliff, T.M. (1994). Gender Equity and gender bias: Issues for the middle school teacher. *Middle School Journal*, 25 (5), 63-66.
- Streitmatter, J. (1994). Curriculum. In *Toward gender equity in the classroom: Everyday teachers' beliefs and practices* (pp. 63-92). Albany, NY: State University of New York Press.

Non-Print Media

- Nelson, R. & Eaves, E. (1994). *Why Schools Fail Girls*. Available through Corvison Media, Inc.

For Further Reference

- Arnot, M. (1982). Male hegemony, social class and women's education. *Journal of Education*, 164 (1), 64-89.
- Hansot, E., & Tyack, D. (1988). Gender in American public schools: Thinking institutionally. *Signs: Journal of Women in Culture and Society*, 13 (4), 741-760.
- Huston, A. C., Carpenter, C. J., Atwater, J. B. & Johnson, L. M. (1986). Gender, adult structuring of activities, and social behavior in middle childhood. *Child Development*, 57, 1200-1209.
- Maher, M.R. (1992, April). *Men do and women are: Sixth grade girls, media messages and identity*. Paper presented at the Center for the Study of Communication's Mainstream's and Margins Conference, Amherst, MA.
- Sadker, M. and Sadker, D. (1985). Sexism in the schoolroom of the '80s. *Psychology Today*, 14, 54, 56-57.
- Van Hecke, M., Tracy, R. J., Cotler, S. & Ribordy, S. C. (1984). Approval versus achievement motives in seventh grade girls. *Sex Roles: A Journal of Research*, 11 (1/2), 33-41.

Transparencies

- Transparency 1: Practical Problem
Transparency 2: The School's Role
Transparency 3: System of Action

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Key Issues

Directions: List the key gender-related issues for female and male students during the school stages identified.

PRESCHOOL

ELEMENTARY SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

Activity (6.1)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

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Schools and Gender

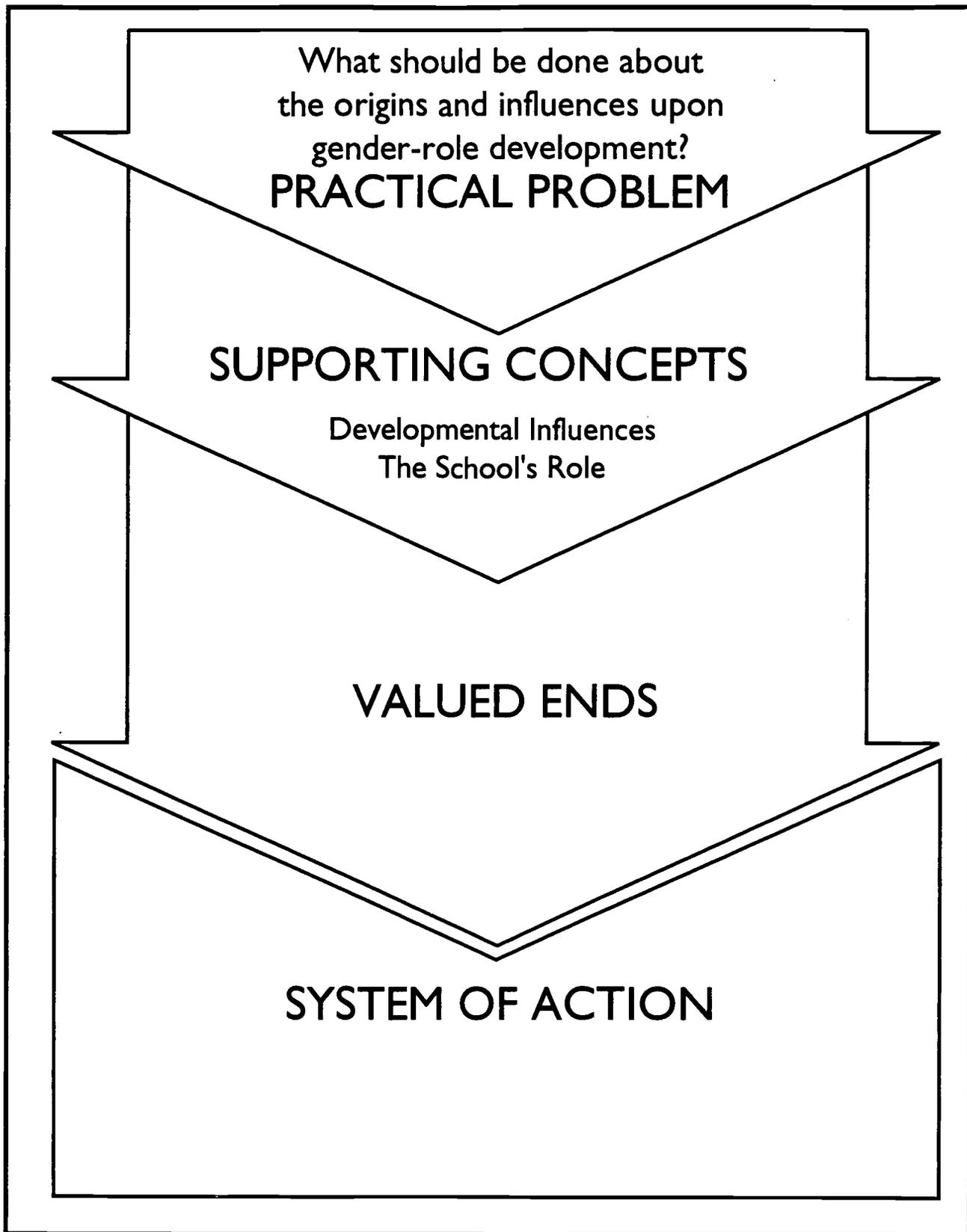
Directions: Using various sources, complete each square of the table with a description of a school's role in gender-role development.

The School's Role	AAUW Reports	Myra & David Sadker Research	Other Sources
Administration			
Curriculum			
Teacher Attention, Feedback, Expectations			
Gender Segregation			
Extracurricular Activities and Sports			
Other Roles			

Activity (6.2)

99

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.



Class 6, Transparency I

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

The School's Role

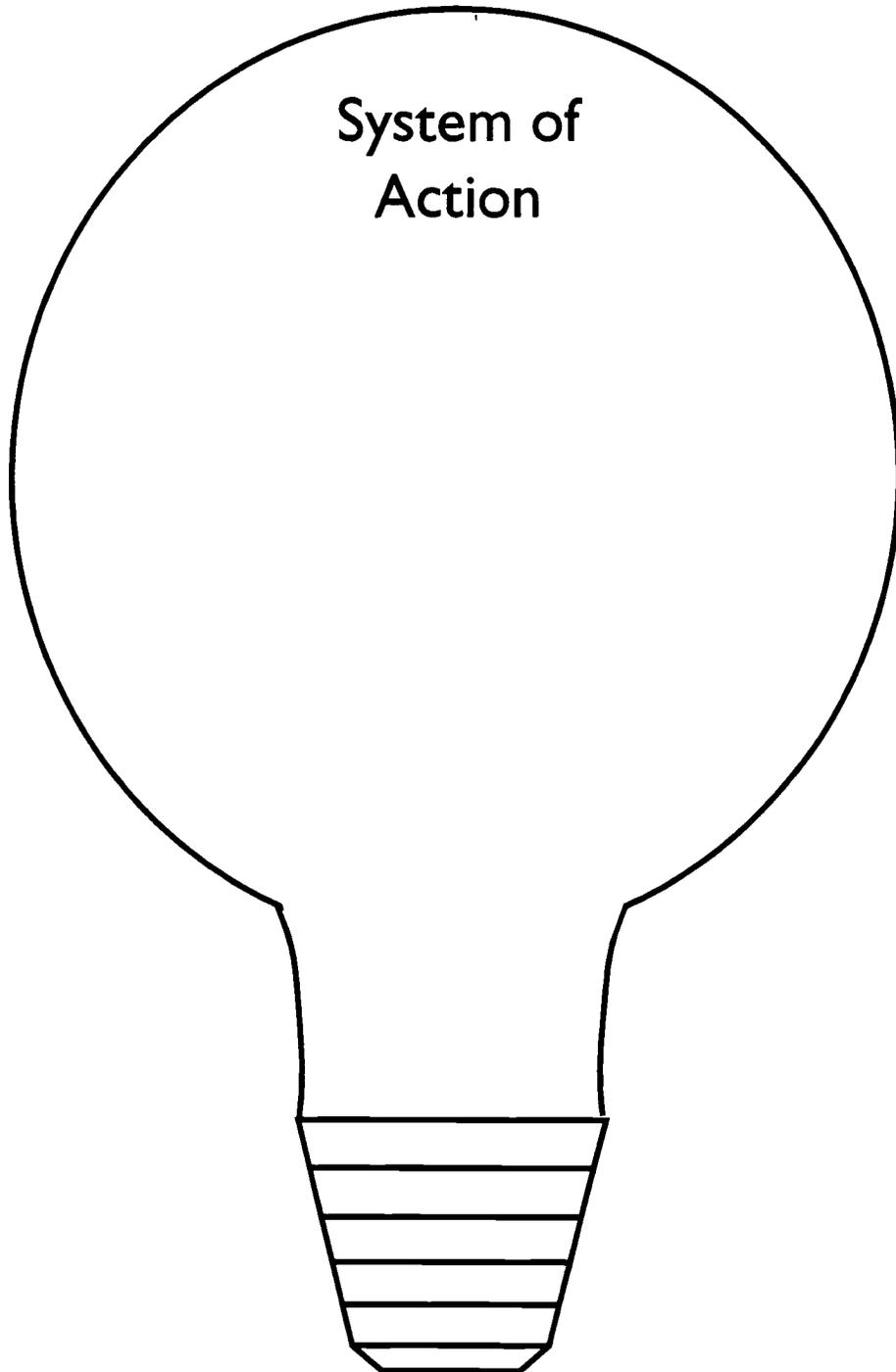
SUPPORTING CONCEPTS

What should be done about the school's influence upon gender-role development?

Class 6, Transparency 2

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

What should be done about the origins and influences upon
gender-role development?



Class 6, Transparency 3

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*.
Baltimore, MD: Maryland State Department of Education.

Class 7 Lesson Outline



Practical Problem

What should be done about the influence of gender upon teacher-student interaction?

Valued Ends

Educators who

- are gender fair in their interaction with students.
- employ gender-equitable teaching practices in the classroom.
- can evaluate the gender fairness of classroom interaction and resources.

Supporting Content

- Teacher-student interaction: male students and female students
 - 1) classroom management
 - 2) gender-related trends in teachers' praise and criticism of student behavior
 - 3) gender-related trends in teachers' praise and criticism of student work
 - 4) instructional strategies

Suggested Activities

- ≈ *Role play (7.1)*. Students role play classroom interaction based upon their readings throughout the semester. One student will play the role of the teacher, other students will assume the roles of white male, white female, black female, and black male students. Purpose of the interaction will be to read through statements from the GESA (Gender/Ethnic Expectations and Student Achievement) Handbook (Grayson & Martin, 1990) and to indicate how research cited in assigned class readings relates to research cited in the handbook.
- ≈ *Case studies (7.2)*. Students will divide in groups and discuss what research indicates the teacher in the case studies might do in the given situation. Students will also discuss gender fair ways to manage the students in the situations given.
- ≈ *Evaluate (7.3)*. Students watch a video tape segment or live classroom interaction. Students evaluate, using the instrument (7.3), the teacher-student interaction with respect to gender. Suggestions, as necessary, should be made regarding what could be done to improve the gender fairness of the interaction.

Suggested Resources

Student Readings

- Bailey, S.M. (1993). The current status of gender equity research in American schools. *Educational Psychologist*, 28 (4), 321-339.
- Flood, C. (1988). Stereotyping and classroom interactions. In Anne Carelli (Ed.). *Sex equity in education: Readings and strategies* (pp. 109-125). Springfield, IL: Charles C. Thomas.
- Klein, S.S., Ortman, P.E. (1994). Continuing the journey toward gender equity. *Educational Researcher*, 23 (8), 13-21.
- Luttrell, W. (1993). "The teachers, they all had their pets": Concepts of gender, knowledge and power. *Signs: Journal of Women in Culture and Society*, 18 (3), 605-546.
- Robinson, K. H. (1992). Class-room discipline: Power, resistance and gender. A look at teacher perspectives. *Gender and Education*, 4 (3), 273-287.
- Sadker, M. and Sadker, D. (1994). Missing in interaction. In *Failing at Fairness: How America's schools cheat girls* (pp. 43-76). New York: Charles Scribner's Sons.
- Sadker, M. and Sadker, D. (1994). The miseducation of boys. In *Failing at Fairness: How America's schools cheat girls* (pp. 197-225). New York: Charles Scribner's Sons.
- Ebbeck, M. (1984). Equity for boys and girls: Some important issues. *Early Child Development and Care*, 18, 119-131.
- Grayson, D. & Martin M. (1990, Revised Edition) *GESA: Gender/ethnic expectations and student achievement*. Canyon Lake, CA: GrayMill.
- Leinhardt, G., Seewald, A. M. & Engel, M. (1979). Learning what's taught: Sex differences in instruction. *Journal of Educational Psychology*, 71 (4), 432-439.
- Martin, R. (1972). Student sex and behavior as determinants of the type and frequency of teacher-student contacts. *Journal of School Psychology*, 10 (4), 339-347.
- Omvig, C. P. (1989). *Teacher/student classroom interaction in vocational education*. Lexington: University of Kentucky, Department of Vocational Education.
- Parsons, J.E., Kaczala, C.M. & Meece, J.L. (1982). Socialization of achievement attitudes and beliefs: Classroom influences. *Child Development*, 53, 322-339.
- Scantlebury, K. & Kahle, J. B. (1993). The implementation of equitable teaching strategies by high school biology student teachers. *Journal of Research in Science Teaching*, 30 (6), 537-545.
- Shmurak, C. B. & Ratliff, T. M. (1993, April). *Gender equity and gender bias in the middle school classroom*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
- Simpson, A. W. & Erickson, M. T. (1983). Teachers' verbal and nonverbal communication patterns as a function of teacher race, student gender, and student race. *American Educational Research Journal*, 20 (2), 183-198.

For Further Reference

- Benz, C. R., Pfeiffer, I. & Newman, I. (1981). Sex role expectations of classroom teachers, grades 1-12. *American Educational Research Journal*, 18 (3), 289-302.
- Dweck, C.S., Davidson, W., Nelson, S. & Enna, B. (1978). Sex differences in learned helplessness: II. The contingencies of evaluative feedback in the classroom and III. An experimental analysis. *Developmental Psychology*, 14 (3), 268-276.

Stake, J. E. & Katz, J. F. (1982). Teacher-pupil relationships in the elementary school classroom: Teacher-gender and pupil-gender differences. *American Educational Research Journal*, 19 (3), 465-471.

Wooldridge, P. & Richman, C. L. (1985). Teachers' choice of punishment as a function of a student's gender, age, race, and IQ level. *Journal of School Psychology*, 23, 19-29.

Transparencies

Transparency 1: Practical Problem

Transparency 2: Praise and Criticism of Behavior

Transparency 3: Praise and Criticism of Work

Transparency 4: Instructional Strategies

Transparency 5: Classroom Management

Transparency 6: System of Action

Role Play

Phase I: Role Play

Students role play classroom interaction based upon their readings throughout the semester. One student will play the role of the teacher, other students will assume the roles of a multicultural classroom. Purpose of the interaction will be to have students read through statements from the Gender/Ethnic Expectations and Student Achievement (GESA) Handbook (Grayson & Martin, 1990) and to indicate how research cited in assigned class readings relates to research cited in the handbook.

Phase II: Debriefing of the Role-Playing Experiences

While students are conducting the role play, record how many times the male and female roles respond and interact. Following the role play discuss any of the following questions:

- 1) What was it like to assume your role? How did you feel during the interaction?
- 2) Did the role you were assuming affect your ability to understand and interpret the statements?
- 3) In your opinion, how realistic was this experience?
- 4) What did you learn from this experience?
- 5) What is GESA?

Instructions for the person assuming the role of “teacher”

Your task is to lead students through a discussion of the sample research statements given below from the Gender/Ethnic Expectations and Student Achievement (GESA) Handbook (Grayson & Martin, 1990) and to interact with them as your readings to this point in the semester indicate that teachers often interact with students. Your interaction may be stereotypical.

During the role play students should indicate the following:

- ~ Consequences for students and classroom interaction when the behavior described is sanctioned and allowed to persist within the classroom.

Activity (7.1)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Statements for Role Play Activity

- 1) Teachers provided more opportunities for males to respond in class than for females (Good, Sikes & Brophy, 1973).
- 2) Teachers made more academic contacts with and gave more cognitive time to females in reading class and males in mathematics class (Leinhard, Seewald & Engle, 1979).
- 3) Male students received more teaching attention than female students (Olien, 1979).
- 4) Teachers often instructed male students how to perform tasks and did the tasks for females (Servin, O'Leary, Kent & Tonick, 1973; Safilios-Rothschild, 1979).
- 5) High-achieving males received more academic interaction from teachers than high achieving females (Parson, Fatterman, Kaczala & Meece, 1979).
- 6) Males created more response opportunities for themselves (Good, Sikes & Brophy, 1973).
- 7) For African-Americans the primary mode of communication is oral, with an emphasis on artistic, dramatic talking and attention to "stage-setting" preceding the performance, which the teacher may perceive as avoidance. African-American children are used to participating in affective and physical modes as well as cognitive (Gilbert & Gay, 1985).
- 8) Hispanics are accustomed to interjecting ideas in a discussion while European-Americans generally take turns ("Teachers Learn Cultural Differences," 1981).
- 9) Pre-observations indicated that African-American and Hispanic-American males were interacted with at a deficit rate of 27% less than their class representation (Grayson, 1987).
- 10) When they gave correct answers, males were praised more frequently than females (Brophy & Good, 1970).
- 11) Males were criticized more for incorrect responses or failure to respond than females. The research concluded that males were thereby placed under greater pressure to succeed (Safilios-Rothschild, 1979).
- 12) A review of the literature concluded that teachers give males more feedback and check their work more often. When males gave the wrong answers, they were told to try harder. When females gave the wrong answer, they were praised for trying (Campbell, 1984).
- 13) When students responded correctly in high level math, teachers gave females no feedback more often than they did males (Fennema & Peterson, 1986).

(continued)

Activity (7.1)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

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- 14) When teachers gave females neutral feedback, it had a negative influence on their low level math achievement. When teachers praised females following a low level response, it had a positive influence on both low and high level achievement (Fennema & Peterson, 1986).
 - 15) Many Native Americans react to overt verbal praise with silent withdrawal (Kehoe, 1983).
 - 16) Males were called upon to perform tasks that involved manual skills; females were more likely to water plants, conduct housekeeping chores, and perform secretarial tasks (Bossert, 1981).
 - 17) Students notice differences in the ways teachers treat students. (e.g., comparing performance between males/females, stating that certain behaviors are appropriate for males and others for females, etc.) the subtleties of such differential treatment are frequently unintentional (Sheridan, 1978; Schubert, 1983).
 - 18) Females in mixed-sex work groups in science participate less when the teacher is less aware of sexism problems (Rennie & Parker, 1987).
 - 19) Sex is a factor in the assignment of students to ability groups in math, and males are more likely than females to be assigned to the high-ability group (Hallinan & Sorenson, 1987).

From Grayson, D. & Martin, M. (1990, Revised Edition) *GESA: Gender/ethnic expectations and student achievement*. Canyon Lake, CA: GrayMill, pp. 14, 15, 17, 41, 42.

Activity (7.1)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

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Case Studies

Students will divide into groups and discuss the following:

- ≈ What research indicates regarding how the teacher identified might act in the situation described in the case study.
- ≈ Possible gender-fair ways to discipline/manage students in the situation given.

Case Study 1

You are a male social studies teacher at the middle school level. Maria, an Hispanic student, is constantly interrupting class discussion, especially when the discussion is in reference to the rights of Hispanics in the United States. Maria dresses in tight clothing, wears lots of jewelry and make up, and is constantly seeming to seek attention.

Case Study 2

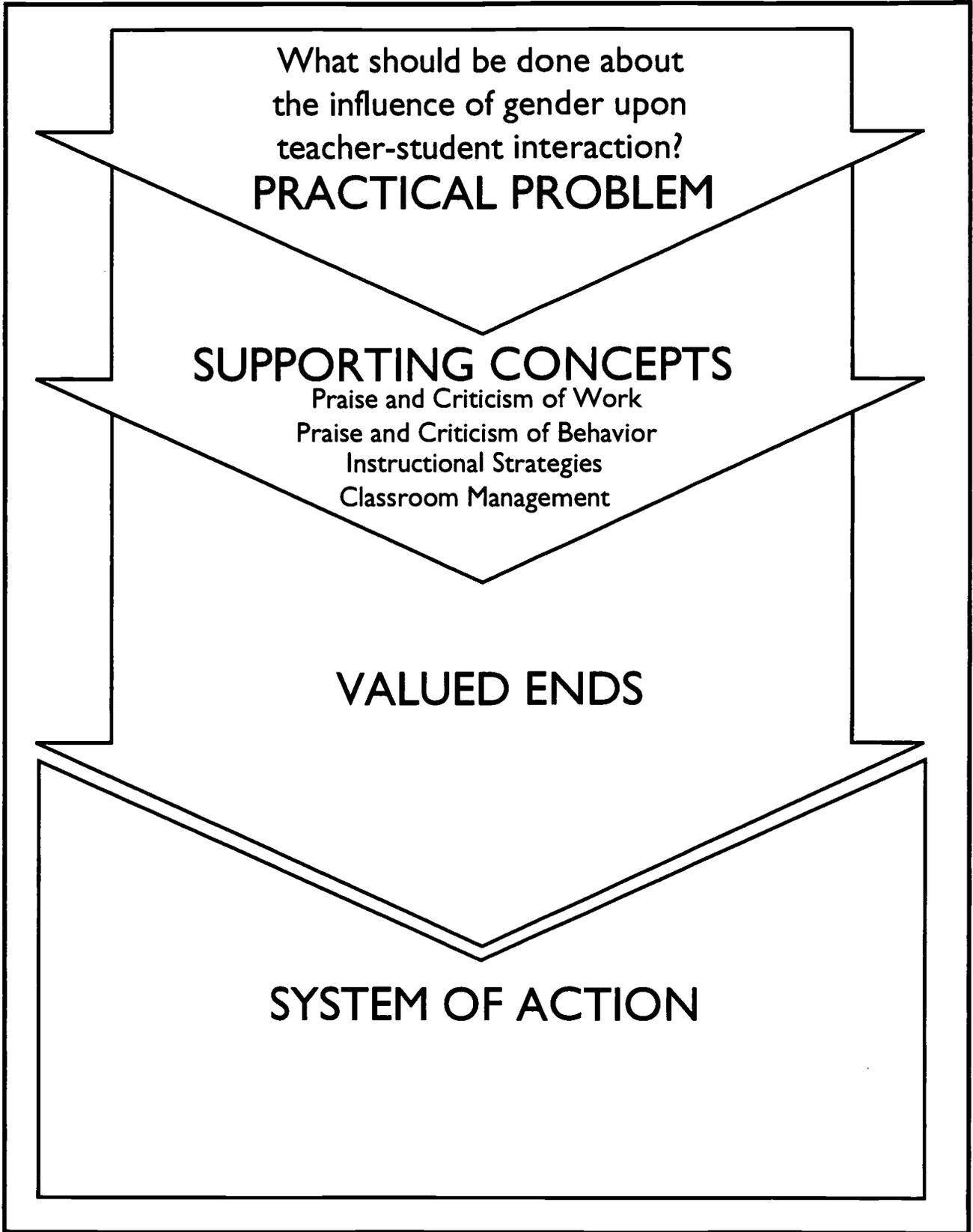
You are a male language arts teacher at the high school level. Your tenth grade class during the last period of the day is particularly unruly. Male and female students constantly speak out of turn and students tend to leave class early and at will.

Case Study 3

You are a female mathematics teacher at the 6th grade level. One of the students you consider to be an up-coming mathematics star student quickly finishes his assignments and then assists other class members in his seating area to finish their work early. Once the group's work is finished, they talk loudly during the remaining class time and disturb other class members who are attempting to finish the assigned work.

Activity (7.2)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.



Class 7, Transparency I

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Praise and Criticism of Behavior

SUPPORTING CONCEPTS

What should be done about the influence
of praise and criticism of behavior upon
teacher-student interaction?

Class 7, Transparency 2

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Praise and Criticism of Work

SUPPORTING CONCEPTS

What should be done about the influence
of praise and criticism of work upon
teacher-student interaction?

Class 7, Transparency 3

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Instructional Strategies

SUPPORTING CONCEPTS

What should be done about the influence
of instructional strategies upon
teacher-student interaction?

Class 7, Transparency 4

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Classroom Management

SUPPORTING CONCEPTS

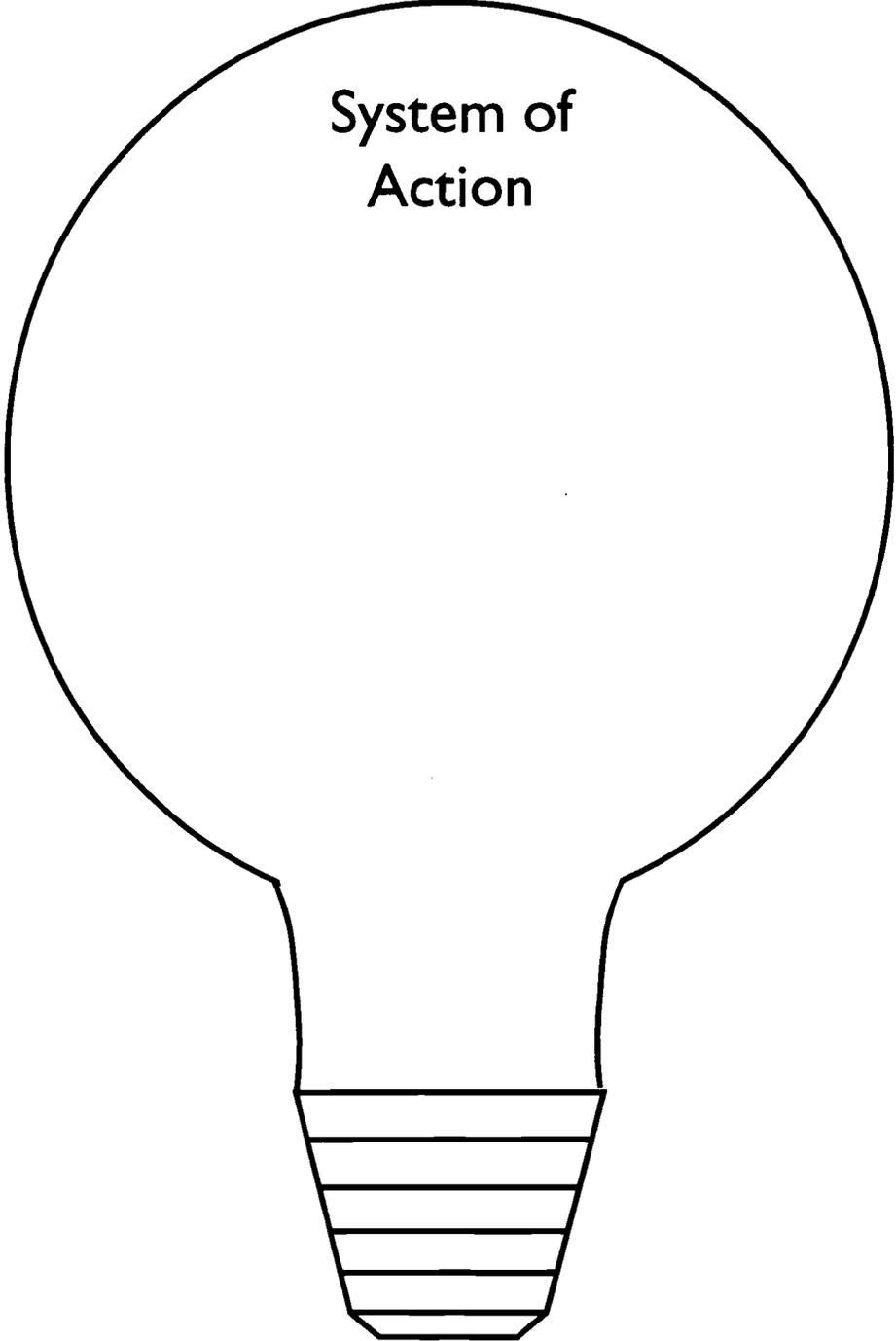
What should be done about the influence
of classroom management upon
teacher-student interaction?

Class 7, Transparency 5

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

What should be done about the influence of gender upon
teacher-student interaction?

System of
Action



Class 7, Transparency 6

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*.
Baltimore, MD: Maryland State Department of Education.

Class 8 Lesson Outline



Practical Problem

What should be done about peer influence upon gender role development?

Valued Ends

Educators who

- encourage gender-fair interaction between students.
- reduce opportunities for and respond to gender bias and sexual harassment in classrooms and schools.

Supporting Content

- Student-student interaction within classrooms and schools
- The role of gender
 - 1) interaction patterns
 - 2) sexual harassment
 - 3) student reactions to gender bias

Suggested Activities

- ≈ *Sexually Offensive Graffiti* (8.1). Students will be shown various pieces of graffiti which could be considered sexually offensive. Use graffiti to develop categories and formulate a generalization which could be used as a definition of sexual harassment.
- ≈ *Surveying for Harassment* (8.2). Take sexual harassment survey (8.2). Compare results with results of study performed by Brulle & Mantarakis (1992) and the American Association of University Women study (1993). Discuss what sexual harassment is, where it is found, and what can be done about it.
- ≈ *Responsibility Knocks* (8.3). Discuss, in groups, educators' responsibilities in reducing sexual harassment in their classrooms. Discuss, as well, appropriate action when sexual harassment occurs in connection with classroom experiences.

Suggested Resources

Student Readings

- The American Association of University Women Educational Foundation. (1993). *Hostile hallways: The AAUW survey on sexual harassment in America's schools*. Researched by Harris/Scholastic Research, a division of Louis Harris and Associates, Inc., in partnership with Scholastic, Inc. Washington, D.C.: American Association of University Women.
- Bakken, T. (1994). The responsibility of schools and colleges to monitor pornography to prevent sexual harassment. *Labor Law Journal*, 45 (12), 762-770.
- Lydiard, B.W. (1993). A decade of dealing with sexual harassment. *The School Administrator*, 50 (1), 20-21.
- Natale, J. A. (1993). The hidden hurt. *The Executive Educator*, 15 (11), 16-20.
- Penfield, C. (1993). Sexual harassment at school: Take these steps to avoid a lawsuit. *The Executive Educator*, 15 (3), 41-42.
- Shakeshaft, C. & Cohan, A. (1995, March). Sexual abuse of students by school personnel. *Phi Delta Kappan*, 76 (7), 513-520.
- Sherer, M. L. (1993). No longer just child's play: School liability under Title IX for peer sexual harassment. *University of Pennsylvania Law Review*, 141 (5), 2119-2147.
- Stein, N. D. (1993). Sexual harassment in schools: Administrators must break the casual approach to objectionable behavior. *The School Administrator*, 50 (1), 14-16, 19, 21.
- Thorne, B. (1992). Girls and boys together... but mostly apart: Gender arrangements in elementary school. In Julia Wrigley (Ed.), *Education and gender equality* (pp. 115-130). Washington, DC: The Falmer Press.
- Yaffe, E. (1995, November). *Expensive, illegal, and wrong: Sexual harassment in our schools*. Kappan Special Report.

Non-print Media

- Crossing the line: Sexual harassment Among Students*. Tape and teacher's guide available from Kirchener-Reese, 212 N. Third Avenue, Suite 320, Minneapolis, MN 55401. Telephone: 612-338-5350
- Sexual harassment and schools*. Teacher TV #7777-6-00-TV, NEA Professional Library, P.O. Box 509, West Haven, CT 06516. Telephone: 800-229-4200.

For Further Reference

- Brulle, A. R. and Mantarakis, N. Z. (1992). Sexual harassment in teacher preparation clinical experiences. *Action in teacher education*, 6 (1), 122-138.
- Cooper, G. R., Himes, A. L., and Rapacz, L. (1994). Sexual harassment in the schools: A primer for school business administrators. *School Business Affairs*, 60 (4), 27-31.
- Corbett, K., Gentry, C. S. & Pearson, W., Jr. (1993). Sexual harassment in high school. *Youth & Society*, 25 (1), 93-103.
- Kessler, S., Ashendon, D.J., Connell, R.W., & Dowsett, G.W. Gender relations in secondary schooling. *Sociology of Education: A Journal of Research in Socialization and Social Structure*, 58 (1), 34-48.
- Sherer, M. L. (1993). No longer just child's play: School liability under Title IX for peer sexual harassment. *University of Pennsylvania Law Review*, 141 (5), 2119-2168.

Transparencies

- Transparency 1: Practical Problem
- Transparency 2: Interaction Patterns
- Transparency 3: Sexual Harassment
- Transparency 4: Student Reaction to Gender Bias
- Transparency 5: System of Action

Sexually Offensive Graffiti

The following is a list of possible items of sexually offensive graffiti:

- swear words directed to a particular person
- “Suzy Smith is a slut.”
- “You are sitting in the Suzy Stall.”
- “Suzy even does it with farm animals!”
- “Suzy is a whore.”
- “Suzy has footballs for breasts.”
- “Milk Suzy, she is a great cow!”
- “We got Suzy’s skirt six times since August”

Possible questions related to the graffiti:

- What is your reaction to this graffiti?
- Which items/statements seem to belong together? Why do you group them this way? Are there items which seem to belong in more than one group?
- For each of the groups you have developed, indicate a possible name, label, or phrase which could be used to represent the theme revealed by the statements in each group. Check to see whether or not all of the items in each group fit the labels you have given them.
- As you look at the groups of data and their labels, what do you notice? What similarities and/or differences do you see between the categories?
- Which is the largest group? How could the data have been grouped differently? Is one group more important than another? Why?
- From what you see in the grouping of the graffiti, and the discussion we have had, what conclusions can you draw? What conclusions can be drawn related to sexual harassment?
- What would you do if you were a classroom teacher in whom Suzy confided her knowledge of this graffiti? How might your actions be influenced by the presence or absence of a sexual harassment policy at your school?

Activity (8.1)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Sexual Harassment Survey

Indicate which of the following possible forms of sexual harassment you have experienced using the scale given. Use all numbers that apply.

Scale:

- 0 = I have never experienced this form of sexual harassment
 - 1 = I have been a victim of this form of sexual harassment once
 - 2 = I have frequently been a victim of this form of sexual harassment
 - 3 = I have perpetrated this form of sexual harassment
 - 4 = ... in elementary school
 - 5 = ... in middle school
 - 6 = ... in high school
 - 7 = ... in college
 - 8 = ... as a teacher
 - 9 = ... in a classroom setting
 - 10 = ... on a playground
 - 11 = ... in a school hallway
 - 12 = ... in connection with a school-related extracurricular activity
- _____ Sexually obscene or offensive language
 - _____ Sexually explicit jokes or language
 - _____ Sexually suggestive looks or gestures
 - _____ Unnecessary physical closeness
 - _____ Deliberate touching in a sexual way
 - _____ Pressure for sexual contact outside the classroom
 - _____ Forced you to kiss
 - _____ Fondled you
 - _____ Sexually suggestive pictures or objects
 - _____ Pressure for sexual favors
 - _____ Called a gay or a lesbian
 - _____ Had sexual messages/graffiti about you written on bathroom walls in locker rooms, etc.

Adapted from:

Brulle, A. R. and Mantarakis, N. Z. (1992). Sexual harassment in teacher preparation clinical experiences. *Action in teacher education*, 6 (1), 122-138.

The American Association of University Women Educational Foundation. (1993). *Hostile hallways: The AAUW survey on sexual harassment in America's schools*. Researched by Harris/Scholastic Research, a division of Louis Harris and Associates, Inc., in partnership with Scholastic, Inc. Washington, D.C.: American Association of University Women.

Activity (8.2)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Responsibility Knocks

Using the questions below, discuss, in groups the

- a) educators' responsibilities in reducing sexual harassment in their classrooms, and
- b) appropriate action when sexual harassment occurs in connection with classroom experiences.

1) What responsibility does a school have with respect to sexual harassment

a) between school faculty and staff and students?

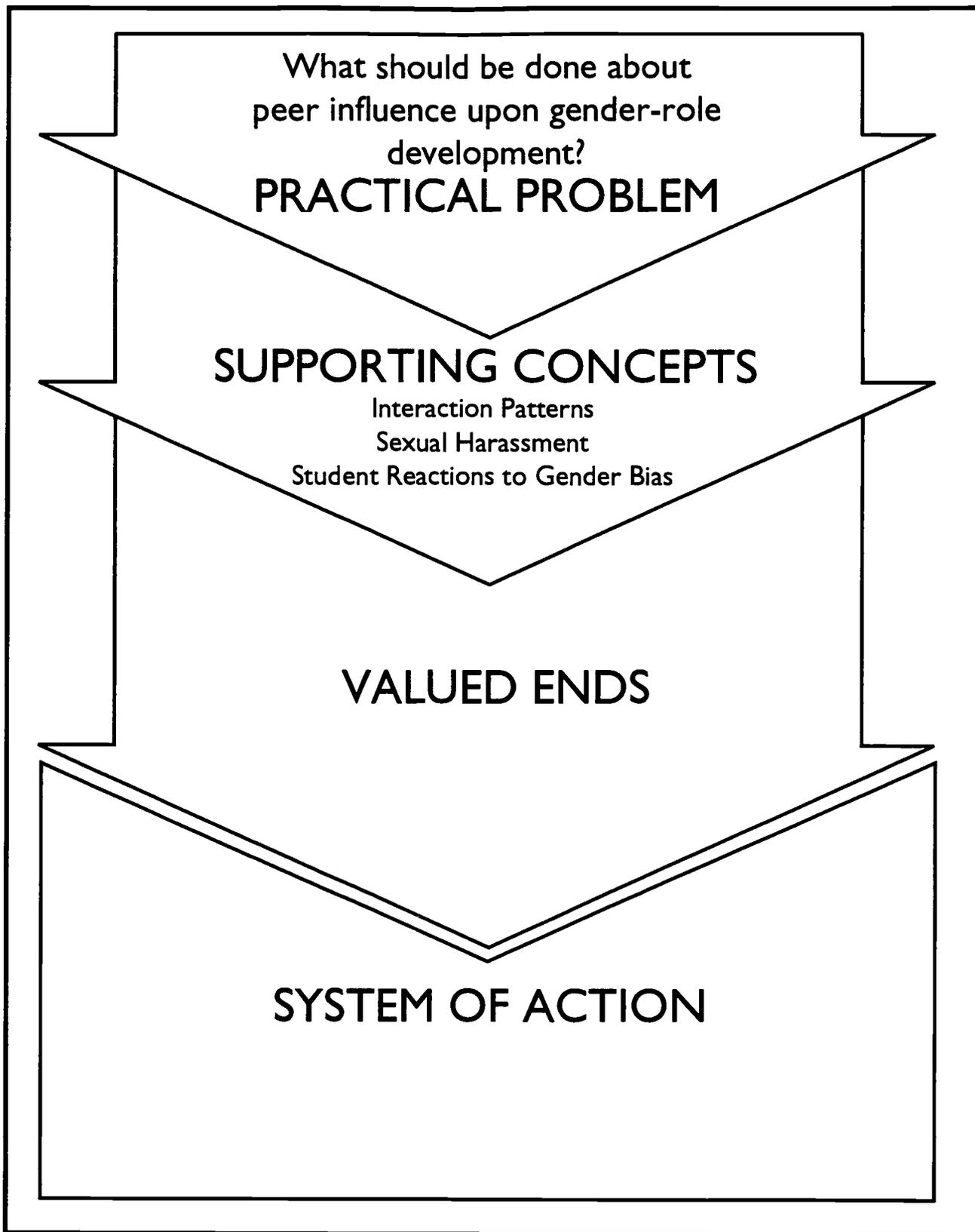
b) between students?

2) What can you, as an educator, do to prevent peer sexual harassment from occurring within classrooms and school events for which you may have responsibility?

Activity (8.3)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

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Class 8, Transparency I

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Interaction Patterns

SUPPORTING CONCEPTS

What should be done about the influence
of peer interaction patterns upon
gender-role development?

Class 8, Transparency 2

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Sexual Harassment

SUPPORTING CONCEPTS

What should be done about the influence
of sexual harassment upon
gender-role development?

Class 8, Transparency 3

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Student Reactions to Gender Bias

SUPPORTING CONCEPTS

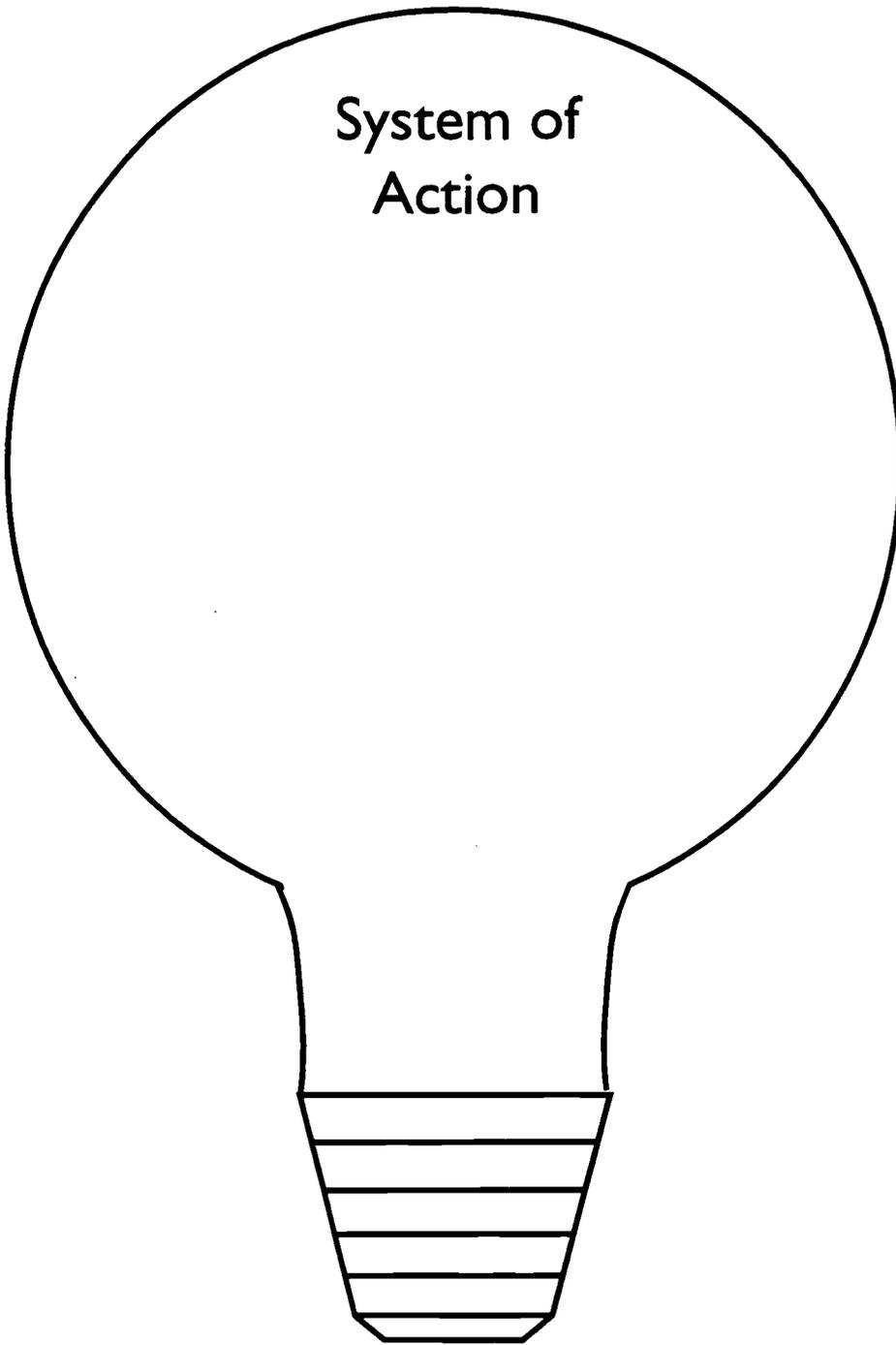
What should be done about student reactions to gender bias?

Class 8, Transparency 4

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

What should be done about peer influence upon
gender-role development?

System of
Action

A large, simple line drawing of a lightbulb. The bulb part is a large circle, and the base is a smaller, tapered shape with horizontal lines. The text "System of Action" is centered inside the circle.

Class 8, Transparency 5

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*.
Baltimore, MD: Maryland State Department of Education.

Class 9 Lesson Outline



Practical Problem

What should be done about the influence of power upon gender equity?

Valued Ends

Educators who

- encourage cooperative “power with” interaction between students.
- evaluate the influence of power and power structures on the gender fairness of school and classroom interaction.
- articulate their understanding of gender-equitable classrooms and schools.

Supporting Content

- Characteristics of sex equity in classrooms
- Equity vs. domination/subordination (power)

Suggested Activities

- ≈ *Dominants and Subordinates in Classrooms and Schools*. Drawing upon Miller’s (1976) characterization of dominants and subordinates in connection with gender, students identify those who play dominating, neutral, and subordinating roles in classrooms and schools. Look for any possible gender connections. Discuss what can be done with respect to the balance of power in schools to create a gender-equitable environment.
- ≈ *The Ideal Classroom* (9.1). Write a description of the ideal, gender-equitable classroom at either the elementary, middle, or secondary level.

Suggested Resources

Student Readings

- Calabrese, M. E. (1988). What is sex fair education? In Anne Carelli (Ed.). *Sex equity in education: Readings and strategies* (pp. 75-82). Springfield, IL: Charles C. Thomas.
- Corson, D.J. (1992). Language, gender and education: A critical review linking social justice and power. *Gender and Education*, 4 (3), 229-254.
- Enomoto, E. K. (1995, April). *The gendered construction of educational management*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Miller, J. (1976). Domination and subordination. In *Toward a new psychology of women* (pp. 3-12). Boston: Beacon Press.
- Sadker, M., Sadker, D. & Stulberg, L. (1993). Fair and square? Creating a non-sexist classroom. *Instructor*, 102 (7), 44-68.
- Wolf, N. (1993). Core Mythology of victim feminism. In *Fire with fire: The new female power and how to use it* (pp. 143-151). New York: Random House.

For Further Reference

- Bem, S. L. (1993). Transforming the debate on sexual inequality. In *The lenses of gender: Transforming the debate on sexual inequality* (pp.176-196). New Haven: Yale University Press.
- Bryson, M. and de Castell, S. (1993). En/gendering equity: On some paradoxical consequences of institutionalized programs of emancipation. *Educational Theory*, 43 (3), 341-355.

Carr, M., Jessup, D., and Fuller, D. (1995, April). *Parent and teacher influences on gender differences in first grade mathematics strategy use*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Molm, L. D. (1986). Gender, power, and legitimation: A test of three theories. *American Journal of Sociology*, 91 (6), 1356-1386.

Shakeshaft, C., Barber, E., Hergenrother, M.A., Johnson, Y., Mandel, L. and Sawyer, J. (1995, April). *Peer harassment and the culture of caring in schools*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Transparencies

Transparency 1: Practical Problem

Transparency 2: Sex Equity in Classrooms

Transparency 3: Equity v.Domination/
Subordination

Transparency 4: "Power" Venn Diagram

Transparency 5: "Power" Chart

Transparency 6: System of Action

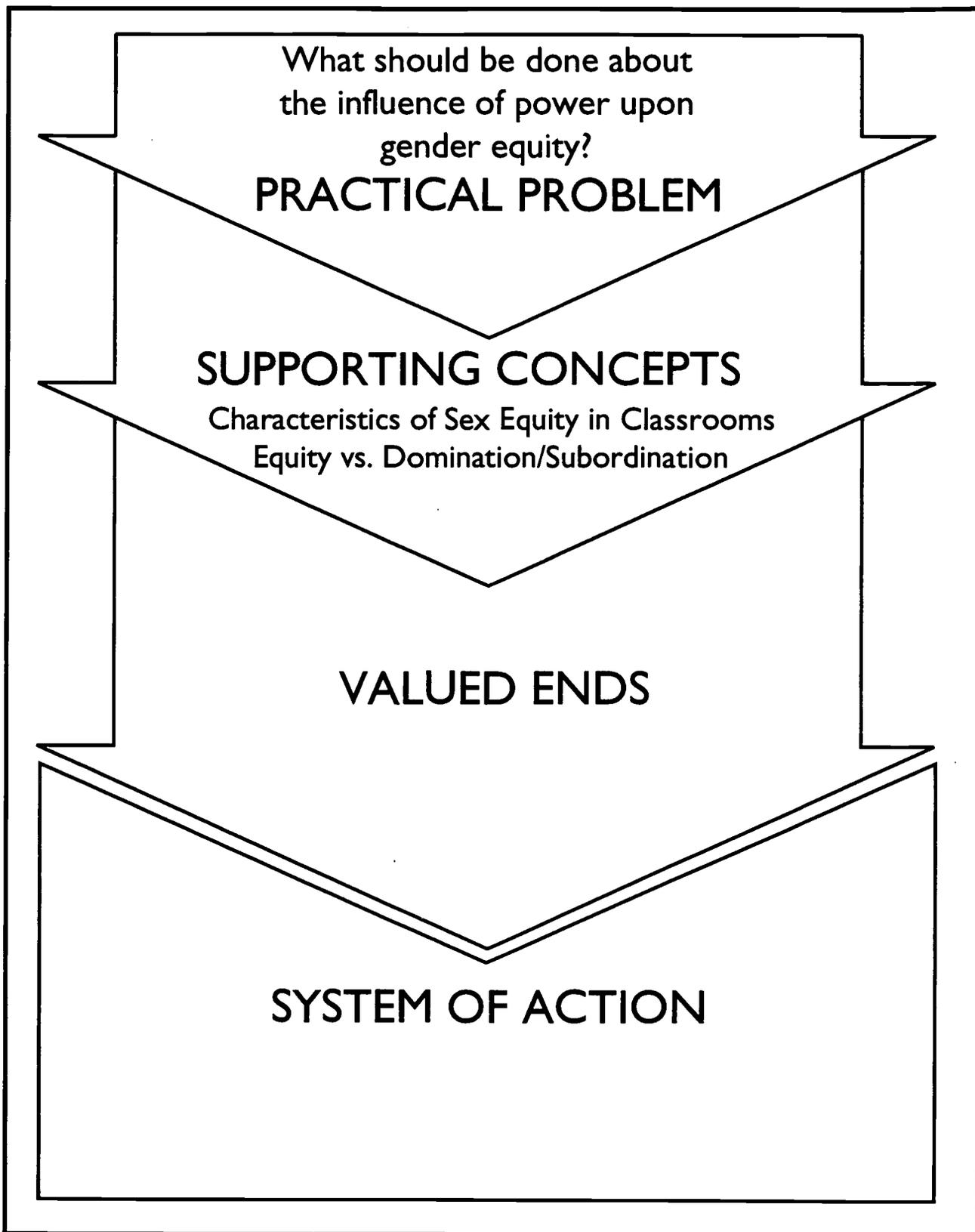
The Ideal Classroom

Write a description of what you would consider to be the ideal classroom with respect to gender. Consider the following in your description:

- 1) The interaction that occurs between teachers and students and between the students themselves.
- 2) Media (textbooks, videos, bulletin boards, books, magazines, etc.)
- 3) Physical appearance of the classroom (grouping of students, etc.)
- 4) The relationship that exists between the ideal classroom and the rest of the school.
- 5) Other items you consider valuable to your ideal classroom.

Activity (9.1)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.



Class 9, Transparency I

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Sex Equity in Classrooms

SUPPORTING CONCEPTS

What should be done about sex equity
in classrooms?

Class 9, Transparency 2

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Equity vs. Domination/Subordination

SUPPORTING CONCEPTS

What should be done about equity vs.
domination/subordination?

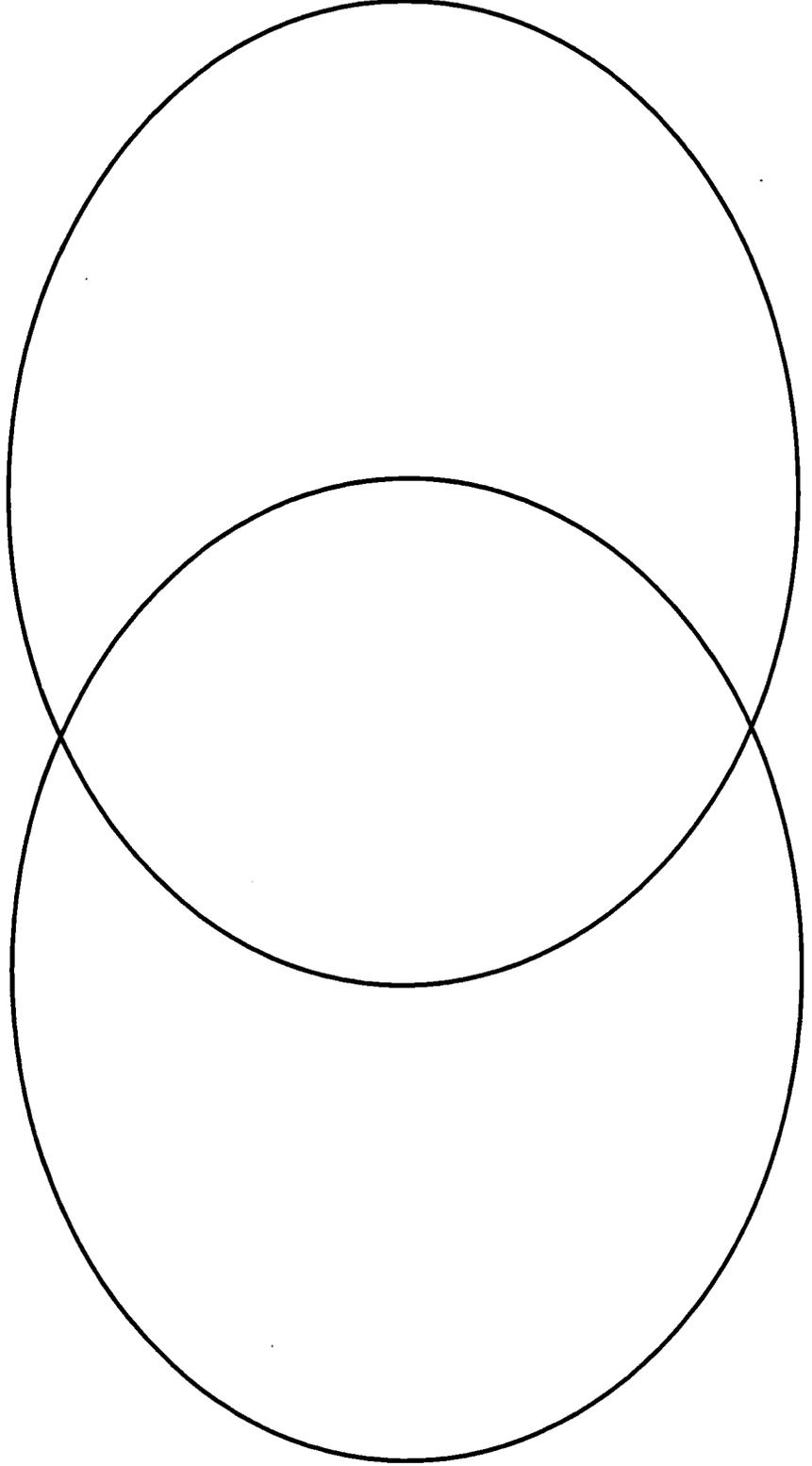
Class 9, Transparency 3

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

POWER

DOMINANTS

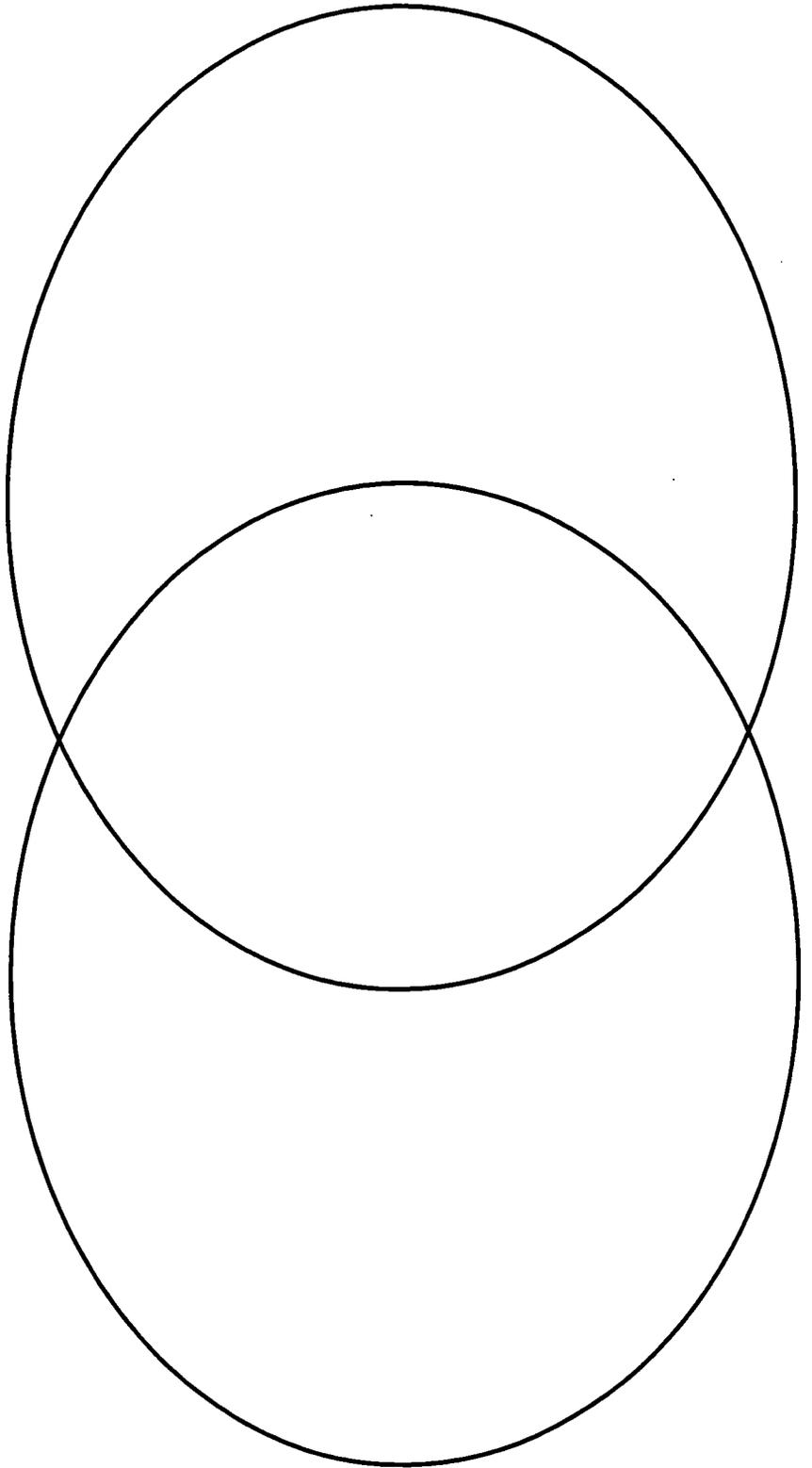
SUBORDINATES



POWER

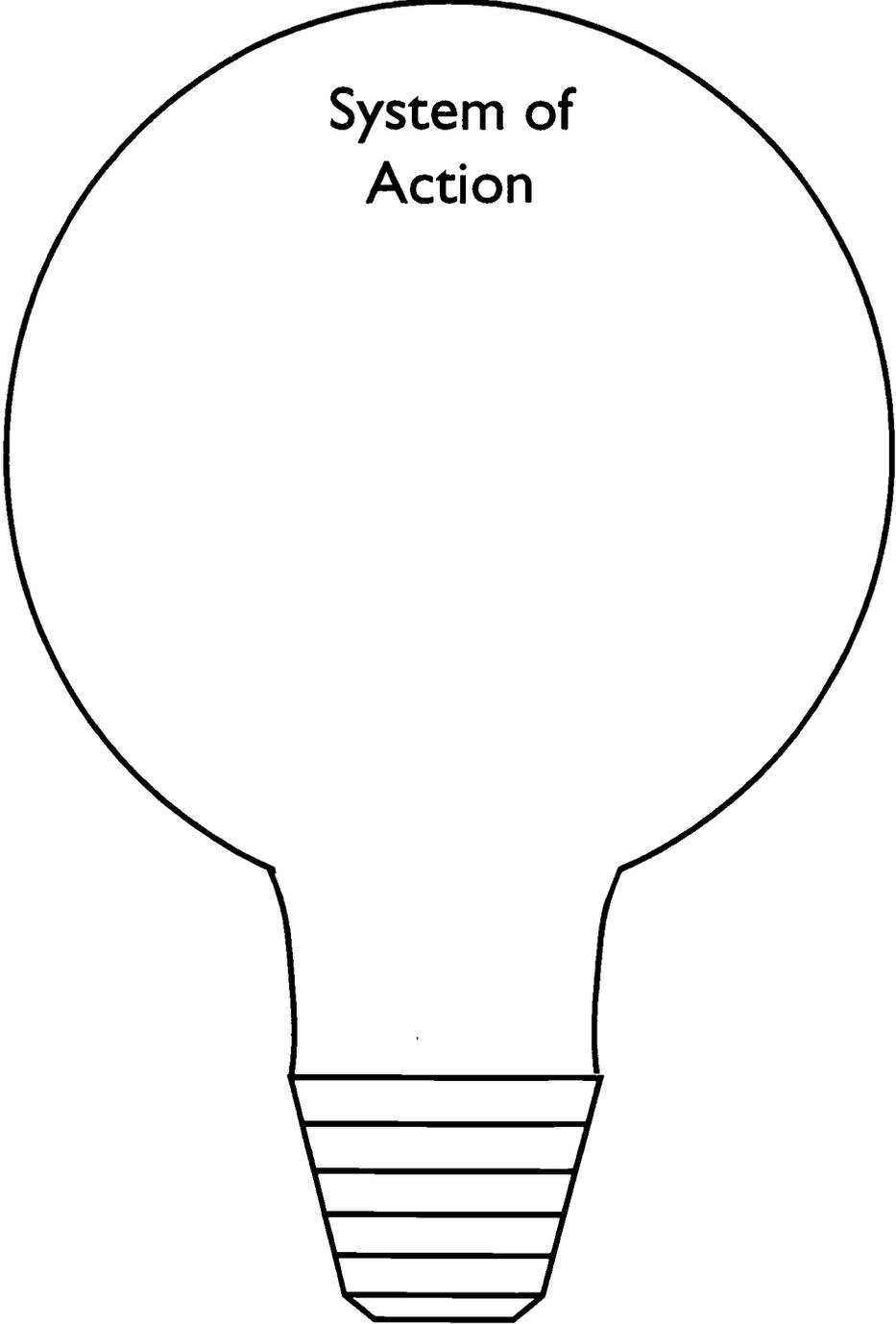
POWER OVER

POWER WITH



What should be done about the influence of power upon gender equity?

System of
Action



Class 9, Transparency 6

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Class 10 Lesson Outline



Practical Problem

What should be done about laws related to gender equity?

Valued Ends

Educators who

- support state and federal laws which promote gender equity.
- promote, creating when necessary, classroom and school policy which fosters gender equity.
- can explain their position regarding the gender fairness of single-sex and coeducational classrooms and schools.

Supporting Content

- Same-sex teaching/role modeling
- Single-sex education
- Title IX and other laws related to gender equity

Suggested Activities

- ≈ *Title IX Quiz (10.1)*. Students take a quiz related to Title IX to review the principles found therein.
- ≈ *Title IX Violations*. Students analyze situations given in Sadker, M. & Sadker, D. (1982). *Sex equity handbook for schools*. (p. 47-52). 56 New York, NY: Longman, Inc. to determine whether Title IX parameters have been violated.
- ≈ *Title IX Checklist*. Students develop a checklist which could be used to determine whether or not a school at the elementary or secondary level was complying with Title IX.
- ≈ *Single Sex Classrooms and Schools*: In teams, students will debate whether or not single sex classrooms and schools promote gender fairness.

Suggested Resources

Student Readings

- Carelli, A.O. (Ed.) (1988). What is Title IX? In *Sex equity in education: Readings and strategies* (pp. 83-93). Springfield, IL: Charles C. Thomas.
- Durrant, S.M. (1992, March). Title IX—Its power and its limitations. *JOPERD*, 60-64.
- Monaco, N. M. and Gaier, E.L. Single-sex versus coeducational environment and achievement in adolescent females. *Adolescence*, 27 (107), 579-594.
- Morganthau, T., Bogert, C., Barry, J., Vistica, G. (1994, November 14). The military fights the gender wars. *Newsweek*, 35, 37.
- Mann, J. (1994). *Girls and the single-sex school. In The difference: Growing up female in America.* (pp. 117-129). New York: Warner Books.
- Sadker, M. and Sadker, D. (1994). Different voices, different schools. In *Failing at Fairness: How America's schools cheat girls* (pp. 226-250). New York: Charles Scribner's Sons.
- Sadker, M., Sadker, D., and Klein, S. Abolishing misperceptions about sex equity in education. *Theory Into Practice*, 25 (4), 219-226.
- Wee, E. L. (1995, May 1). A lesson in confidence: Virginia middle school tries all-girl classes. *The Washington Post*, A1, A13.

For Further Reference

- Brandon, P.R. (1991). Gender differences in young Asian-Americans' educational attainments. *Sex Roles: A Journal of Research*, 25 (1-2), 45-61.
- Iowa Commission on the Status of Women. (1993). *Sexism in education: Is there gender equity in your community school district?* [Pamphlet]. Los Angeles, CA: National Center for History in the Schools.

Transparencies

- Transparency 1: Practical Problem
- Transparency 2: Same-Sex Teaching
- Transparency 3: Gender-Role Development Scale
- Transparency 4: Single-Sex Education
- Transparency 5: Gender-Role Development Scale
- Transparency 6: Title IX
- Transparency 7: Laws Associated with Gender Equity Map
- Transparency 8: System of Action

Title IX Quiz

Directions: Read the following statements and determine whether or not the statements are true or false.

1. Title IX requires that when there is a disproportionately small number of women principals that women be promoted before men.
2. Title IX requires that there be female coaches for girls' sports.
3. Title IX requires that as much money be spent on girls' as on boys' athletics.
4. Title IX prohibits the use of sex-biased textbooks.
5. Title IX requires that all clubs and extracurricular activities be coeducational.
6. Title IX requires that resolution of sex-discrimination grievances must be attempted within the school district before a grievance is filed with the federal government.

Adapted from Sadker & Sadker, 1982, p. 41.

Activity (10.1)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

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What should be done about
laws related to gender equity?
PRACTICAL PROBLEM

SUPPORTING CONCEPTS

Same-Sex Teaching/Role Modeling
Single-Sex Education
Title IX and Other Laws Related to
Gender Equity

VALUED ENDS

SYSTEM OF ACTION

Class 10, Transparency I

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Same-Sex Teaching

SUPPORTING CONCEPTS

What should be done about same-sex
teaching as an option to enhance
gender equity?

Class 10, Transparency 2

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Gender-Role Development

Single-Sex
Education

Coed
Education

152

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Single-Sex Education

SUPPORTING CONCEPTS

What should be done about single-sex education as an option to enhance gender equity?

Class 10, Transparency 4

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Gender-Role Development

Single-Sex
Classroom

Coed
Classroom

158

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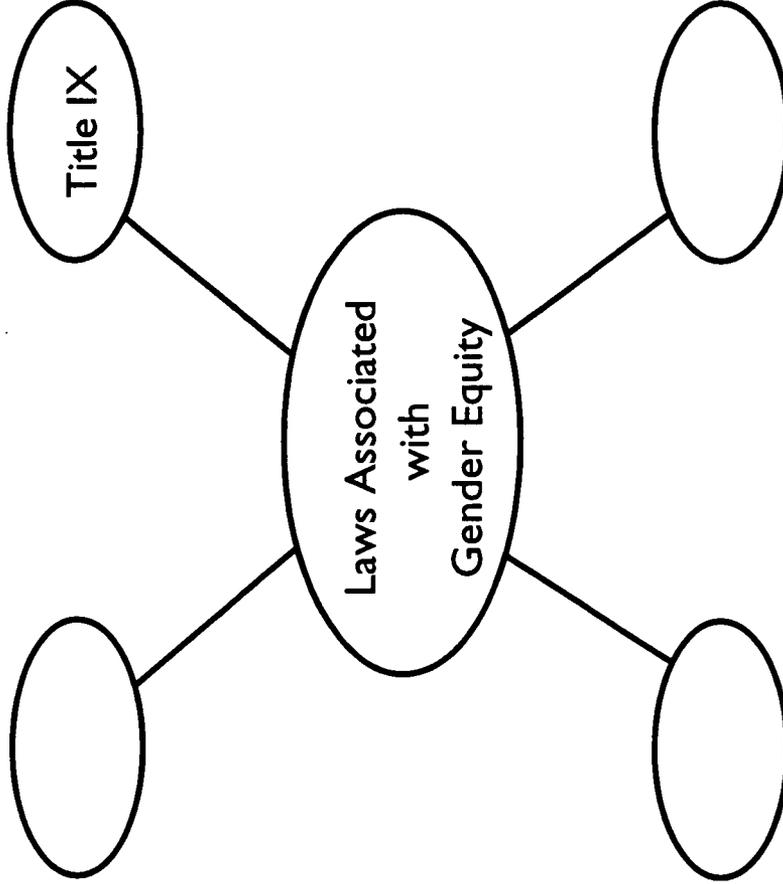
Title IX

SUPPORTING CONCEPTS

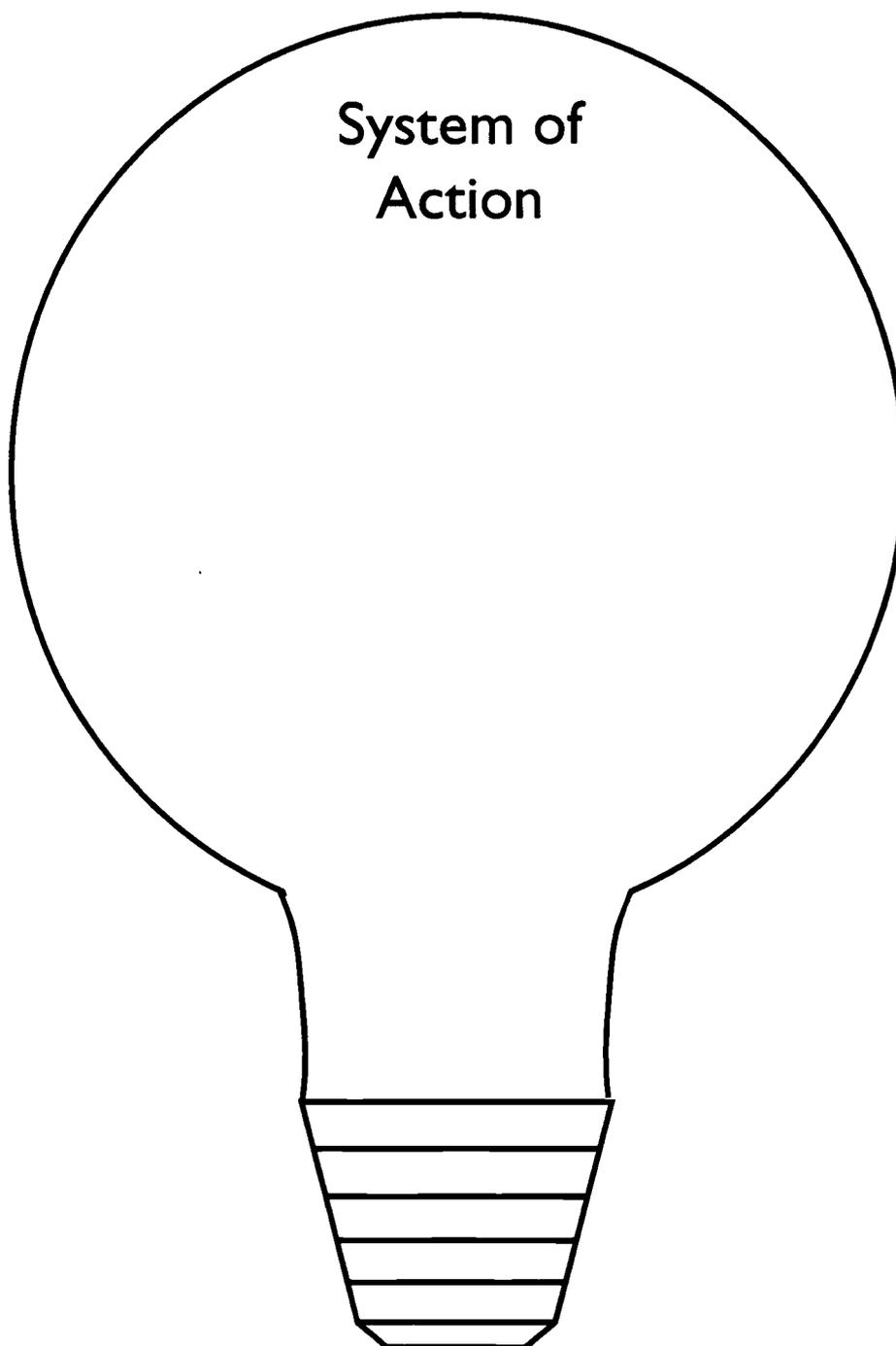
What should be done about Title IX
as an option to enhance gender equity?

Class 10, Transparency 6

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.



What should be done about laws related to gender equity?



Class 10, Transparency 8

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Class II Lesson Outline



Practical Problem

What should be done to promote gender equity in schools?

Valued Ends

Educators who

- are free from gender-role stereotyping in their personal lives.
- do not support gender-role stereotyping in classrooms and schools.
- increase student understanding of the contributions of women of diverse backgrounds in history.
- have classrooms which are gender fair as they implement principles of gender equity.

Supporting Content

- Promoting gender equity in classrooms/schools
 - 1) eliminating educators' gender stereotypes and behavior
 - 2) eliminating student gender stereotypes and behavior
 - 3) parent and community involvement
 - 4) principles of gender equity
 - 5) sex equity competencies

Suggested Activities

- ≈ *Famous Americans* (11.1). Students will list 20 famous Americans. Students will analyze the list with respect to gender representation (specifically, the number of female Americans listed). Challenge students to include famous female Americans in their lessons/curriculum in their content areas.
- ≈ *Gender-Fair Education Game* (11.2). Students play a game that reviews and reinforces principles related to gender equity in education.
- ≈ *Characterizing a Sex-Equitable Classroom*. Students will compare and contrast lists of sex-equitable classroom practices and generate their own list of the qualities of a sex-fair classroom.
- ≈ *Evaluating Teacher-Student Interaction*. In groups, students will analyze situations given in Sadker, M. & Sadker, D. (1982). *Sex equity handbook for schools* (pp. 112-120, 129-130) to identify evidence of sex bias and stereotyping interaction.

Suggested Resources

Student Readings

- Miller, P. & Grayson, D. (1990). *GESA . . . For parents*. Canyon Lake, CA: GrayMill.
- Sadker, M., Sadker, D., Klein, S.S. (1986). Abolishing misperceptions about sex equity in education. *Theory Into Practice*, 25 (4), 219-226.
- Sanders, J. (1994). *Lifting the Barriers: 600 strategies that really work to increase girls' participation in science, mathematics and computers* (pp. 10-86). Port Washington, NY: Jo Sanders Publications.

For Further Reference

- Sadker, M. and Sadker, D. (1982). Between teacher and student: Overcoming sex bias in classroom interaction. In *Sex equity handbook for schools*. New York: Longman.

Transparencies

- Transparency 1: Practical Problem
- Transparency 2: Educator's Gender Role Stereotypes and Behaviors
- Transparency 3: Student's Gender Role Stereotypes and Behaviors
- Transparency 4: Equitable Classroom Map
- Transparency 5: System of Action

Famous Authors

List the names of 20 persons who you consider famous in American history in the spaces below:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Activity (11.1)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Possible discussion questions

- How many female Americans are on your list?
- How many females of color?
- Is it difficult for us to identify famous American women? Why?
- What is a stereotype?
- In what way do gender-role stereotypes contribute to the exclusion of women from lists such as these?
- How is promoting the achievements of women promoting the achievement of female students?
- How is promoting the achievements of women promoting gender equity?
- What can male students gain from the recognition of women's achievement?
- What can educators do in the classroom to recognize women's achievement in American history?

Adapted from: Sadker, M. and Sadker, D. (1994). Hidden lessons. In *Failing at Fairness: How America's schools cheat girls*. New York: Charles Scribner's Sons.

Activity (11.1)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

150

Gender-Fair Education Game

Adapted by Jennifer Beach from Sadker, M. & Sadker, D. (1982). *Sex equity handbook for schools*. New York, NY: Longman, Inc. pp. 264–289.

Rationale

The Gender-Fair Education Game provides pre-service and in-service teachers with an enjoyable, non-threatening way to review their knowledge of sex-role strategies. The game presents real-world examples of situations involving gender-bias and sex-role stereotypes, enabling players to increase their awareness of these situations, while making decisions about how to deal with them in gender-fair ways.

Materials

Gameboard

Photocopy both pages of the gameboard. The two sheets should be stapled or taped together in the middle to create one board. Notice that space #nineteen joins the two sides.

Spinner or dice

Decide on a method which will tell players how many spaces to move at each turn. Use one die from another game, or create a spinner using a cardboard circle labeled one through six with a cardboard arrow attached with a paper fastener. Alternatively, place slips of paper labeled one through six in a hat and allow players to choose one each time it is their turn.

Playing Pieces

Buttons, coins, paper clips, squares of colored paper, or other small objects can be used by players as their playing pieces.

Gender-Fair Cards

Make two photocopies of the sheet of Gender-Fair Cards. Cut them out and place them in a pile near the gameboard.

Action/Reaction Cards & Crossroads Cards

Photocopy the sheets of Action/Reaction and Crossroads Cards. For each card, there is a question portion on the left, with an answer portion next to it on the right side of the page. Cut on the dotted lines across the pages and on left margins and fold each slip of paper in half on the solid line so that the question appears on one side and the answer is on the back. You may staple them on the open edge and/or use heavy paper for added durability. Place them face down in two piles near the gameboard.

Activity (11.2)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Directions

The game has been designed for use by groups of four to six players.

Each player will attempt to earn six Gender-Fair Cards.

As each player moves around the board, s/he should follow the instructions given for each space s/he lands on.

Action/Reaction Spaces

Each player has the chance to earn Gender-Fair Cards using his/her knowledge of gender equity and sex-role stereotypes each time s/he answers an Action/Reaction question correctly. When a player lands on an Action/Reaction space, the player to his/her right will draw one Action/Reaction Card from the pile and read the question to the player who has landed on the space. Answers are listed on the back of each card, along with an indication of the number of Gender-Fair Card a player gains for each correct answer.

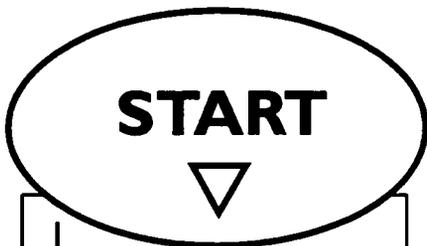
Crossroads Spaces

When a player lands on a space marked "Crossroads," s/he draws one Crossroads Card and reads it aloud to the group of players. Each Crossroads Card describes a situation in which gender fairness becomes an issue. Depending on the scenario described and the instructions given on the card, the player either wins or loses Gender-Fair Card in connection with the card.

Note: If one player gets more than six Gender-Fair Cards, continue playing until all players reach the end of the game. The goal of the game is not to compete, but to increase awareness of gender inequities, sex-role stereotypes and gender-fair behaviors. Don't hesitate to take time out to discuss the questions or scenarios on each card after the player has completed his/her turn. Suggestions and comments from other players can provide valuable information, ideas and insight that all players can learn from.

Activity (11.2)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.



1 Free Space		18 Action/Reaction	19 Go Ah
2 Crossroads		17 Free Space	
3 Crossroads		16 Crossroads	
4 Lose One Turn		15 Crossroads	
5 Action/Reaction		14 Action/Reaction	
6 Go Ahead Two		13 Go Back Two	
7 Action/Reaction		12 Lose One Turn	
8 Crossroads	9 Free Space	11 Crossroads	
		10 Action/Reaction	

Activity (11.2)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Go Ahead One	20 Crossroads		<div style="border: 2px solid black; border-radius: 50%; padding: 10px; text-align: center; width: fit-content; margin: 0 auto;"> Aware and Gender Fair </div>	
	21 Action/Reaction			37 Crossroads
	22 Free space			36 Action/Reaction
	23 Go Ahead Three			35 Lose One Turn
	24 Crossroads			34 Crossroads
	25 Action/Reaction			33 Action/Reaction
	26 Action/Reaction			32 Go Back Two
	27 Crossroads			31 ActionReaction
	28 Free Space	29 Crossroads		30 Crossroads

Activity (11.2)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Gender-Fair Cards

GENDER-FAIR CARD

Crossroads Cards

FOLD

CROSSROADS CARD

You are a yearbook moderator. You allow a mildly offensive cartoon which reinforces negative gender stereotypes to appear in the school yearbook, thinking to yourself, "It is just a harmless joke."

LOSE ONE GENDER-FAIR CARD

CROSSROADS CARD

You tell one of your parents that you realize that there are too many gender-role stereotypes in society today and that you would like to help your students see stereotypical behavior so that they can prevent it from occurring. Your parent tells you that you shouldn't try to rock the boat and change society. You decide that it might be better to let things be and don't talk to your students about stereotyping.

LOSE ONE GENDER-FAIR CARD

CROSSROADS CARD

You tell your students that you are concerned about gender-role stereotyping. You discuss ways that such stereotyping might occur in classrooms. You challenge your students to "call you" when such stereotyping occurs in your interaction with them. They come to you and point out that you are only asking female students to write on the chalkboard. You make a conscious effort to be gender fair when asking students to write on the chalkboard.

TAKE ONE GENDER-FAIR CARD

CROSSROADS CARD

You are a female high school student. You have taken a course in which you learned the legal requirements of Title IX. You notice that only the games of male sports teams at your school are advertised on the morning announcements. You go to the principal and ask him/her to include advertisements for female sports teams on the school announcements.

TAKE ONE GENDER-FAIR CARD

CROSSROADS CARD

You are a male. You love small children and want to teach kindergarten. Your high school counselor convinces you that all kindergarten teachers are women, and you should teach high school math.

LOSE ONE GENDER-FAIR CARD

Crossroads Cards

FOLD

CROSSROADS CARD

You are a high school baseball coach. A female student asks to try out for the team because your school does not have a women's softball team. Although you know that she is a skilled player, you convince her to become team manager instead because you believe that having a female on the team will interfere with team spirit and camaraderie.

LOSE ONE GENDER-FAIR CARD

CROSSROADS CARD

You are a female. Although you would like to be a doctor, your parents tell you that nursing would be a profession which will better serve your needs as a wife and homemaker. You change your goals and plan to become a nurse.

LOSE ONE GENDER-FAIR CARD

CROSSROADS CARD

You are a female. A male friend who you like asks you about politics. You have an opinion but act as if you don't. You're afraid that he won't ask you out if he thinks you know too much about politics.

LOSE ONE GENDER-FAIR CARD

CROSSROADS CARD

You are a male. You would like to be a chef and would therefore like to take some food courses that are offered at your high school. You are afraid the other students will laugh at you if you take the course, so you decide to wait until you can attend community college courses.

LOSE ONE GENDER-FAIR CARD

CROSSROADS CARD

You are a male faculty member who is having trouble with a 9th grade female student who is making inappropriate sexual advances toward you. You do not discuss this situation with the student or other faculty members for fear of how your concern might be interpreted.

LOSE ONE GENDER-FAIR CARD

Crossroads Cards

FOLD

CROSSROADS CARD

A female student asks you how to print out her paper in a computer writing lab. You sit in her seat and print it for her.

LOSE ONE GENDER-FAIR CARD

CROSSROADS CARD

You are a female educator who would like to be a school administrator. You discuss your goal with your principal, and he tells you that women are not promoted so you ought to seek other goals—perhaps get your Ph.D. so you can teach at the college level. You give up your goal to become an administrator.

LOSE ONE GENDER-FAIR CARD

CROSSROADS CARD

You are a male. Your teacher disciplines the boys more harshly than s/he does the girls, but you don't say anything because you want to show the other guys that you can take it.

LOSE ONE GENDER-FAIR CARD

CROSSROADS CARD

You are a female. Your teacher pays more attention to the male students in your class than the female students. You don't want to say anything as you are afraid you will jeopardize your grade.

LOSE ONE GENDER-FAIR CARD

CROSSROADS CARD

You are a male. Your school has just lost the homecoming game. You congratulate the other team and really mean it.

TAKE ONE GENDER-FAIR CARD

Crossroads Cards

FOLD

CROSSROADS CARD

You are a female. You are intrigued by flight and would like to be a pilot, but your parents think that you should be a flight attendant. You relent and give up your dream of flying.

LOSE ONE GENDER-FAIR CARD

CROSSROADS CARD

You are interested in Women's issues and decide to learn more about them. You read a book related to gender equity issues in education and apply the ideas from the book to your classroom interaction.

TAKE ONE GENDER-FAIR CARD

CROSSROADS CARD

You are a female. You are thinking about applying for a summer job as a construction worker but don't because you think the job is for boys only.

LOSE ONE GENDER-FAIR CARD

CROSSROADS CARD

You excuse female students from the class participation requirement in your class, saying, "Girls are just naturally shy and quiet—they can't help it."

LOSE ONE GENDER-FAIR CARD

CROSSROADS CARD

You are a teacher. You volunteer for a textbook review committee and push for more gender-fair, multicultural textbook selections.

TAKE ONE GENDER-FAIR CARD

Crossroads Cards

FOLD

CROSSROADS CARD

When covering a study hall for a male teacher you notice a poster hanging on his bulletin board which shows a woman in a small bikini. You speak with him privately about sexual harassment and ask him to remove the poster.

TAKE ONE GENDER-FAIR CARD

CROSSROADS CARD

The textbook you are required to use ignores the contributions of women. You find outside examples and bring photocopies into your classroom to provide a balanced perspective.

TAKE ONE GENDER-FAIR CARD

CROSSROADS CARD

You are a female. You have always loved fixing things, so you decide to pursue a career in electronics and computer repair. Your parents try to convince you that a career in word processing would be more appropriate, but you hold to your dreams and become a computer technician.

TAKE ONE GENDER-FAIR CARD

CROSSROADS CARD

You are interested in women's issues and decide to learn more about them. You attend GESA training and make changes in your classroom interaction.

TAKE ONE GENDER-FAIR CARD

Action/Reaction Cards

FOLD

<p>ACTION/REACTION CARD</p> <p>Q: Describe one action you could take immediately to help eliminate sex-role stereotyping in society.</p>	<p>A: There are many answers which are correct.</p> <p>Receive two Gender-Fair Cards.</p>
<p>ACTION/REACTION CARD</p> <p>Q: Describe one action you could take immediately to help eliminate sex-role stereotyping in classrooms and schools.</p>	<p>A: There are many answers which are correct.</p> <p>Receive two Gender-Fair Cards.</p>
<p>ACTION/REACTION CARD</p> <p>Q: Describe one action you could take immediately to help eliminate sex-role stereotyping in classrooms and schools. (If you have already answered this question, draw another card.)</p>	<p>A: There are many answers which are correct.</p> <p>Receive two Gender-Fair Cards.</p>
<p>ACTION/REACTION CARD</p> <p>Q: Name at least two ways in which male and female students are taught to conform to sex-role stereotypes in the classroom.</p>	<p>A: Rules are applied differently based on sex; students are asked to perform sex-typed tasks (males carry books; females act as secretaries); male students are praised, corrected and called upon more; the achievements of men are recognized more often than the achievements of women.</p> <p>Receive two Gender-Fair Cards.</p>
<p>ACTION/REACTION CARD</p> <p>Q: Name at least four ways in which female and male students are taught to conform to sex-role stereotyping outside of the classroom.</p>	<p>A: Television programs; commercials; music videos; parents; peers; newspapers; magazines; etc.</p> <p>Receive two Gender-Fair Cards.</p>

Action/Reaction Cards

FOLD

ACTION/REACTION CARD

Q: Describe one recent example of sex-role stereotyping which you have witnessed in your classroom/school.

A: Answers will vary.

Receive two Gender-Fair Cards.

ACTION/REACTION CARD

Q: Identify at least four characteristics of the male sex-role stereotype.

A: Many, including acting tough, competing intensely, obsession with winning, occupational choices limited only to typical male jobs, earning a big salary, hiding emotions, etc.

Receive two Gender-Fair Cards.

ACTION/REACTION CARD

Q: To what part of the male gender role do these phrases refer: *play it cool, keep a stiff upper lip, only sissies cry?*

A: Hiding emotions; acting strong at all costs

Receive two Gender-Fair Cards.

ACTION/REACTION CARD

Q: Identify at least five costs that men pay for becoming sex-role stereotyped.

A: Many, including loss of friends, over commitment to competition, stress, lack of time for hobbies, lack of time to spend with family, physical disease.

Receive two Gender-Fair Cards.

ACTION/REACTION CARD

Q: Identify three ways that schools may influence sex-role stereotyping.

A: Many, including instructional materials, counseling, sex-segregated extracurricular activities, staffing (male principal/female teachers).

Receive two Gender-Fair Cards.

Action/Reaction Cards

FOLD

ACTION/REACTION CARD

Q: You and a friend are watching your five-year-old brother. He has just gotten into a squabble with some of his friends and comes home in tears. Your friend says to him, "Don't be a sissy. Only girls cry." What would be a polite but non-stereotyped response?

A: You may suggest that both boys and girls cry when they are hurt or upset and that always hiding emotions can have harmful effects. Other answers are acceptable as appropriate.

Receive two Gender-Fair Cards.

ACTION/REACTION CARD

Q: John Peters is a man who is driven to be the best at whatever he tries. Family, friends, hobbies, interests—all take a back seat as he strives to sell more vacuum cleaners than any other salesperson. What aspect of the male-role stereotype does he demonstrate?

A: Drive to win or competition.

Receive two Gender-Fair Cards.

ACTION/REACTION CARD

Q: Identify three occupations that are sex-role stereotyped as more appropriate for men than women.

A: Many, including pilot, doctor, plumber, engineer, construction worker, etc.

Receive two Gender-Fair Cards.

ACTION/REACTION CARD

Q: Identify three occupations that are sex-role stereotyped as more appropriate for women than for men.

A: Many, including elementary school teacher, nurse, secretary, homemaker, etc.

Receive two Gender-Fair Cards.

ACTION/REACTION CARD

Q: Provide examples of stereotypes which teachers may have about male and female students in the classroom and how they may be manifest in classroom interaction.

A: Many, including boys have problems with reading; girls have problems with math and science; boys are stronger than girls; boys need more attention because they mature more slowly than girls, etc.

Receive two Gender-Fair Cards.

Action/Reaction Cards

FOLD

ACTION/REACTION CARD

Q: Three male students in one teacher's class demand all of her attention during class discussion, calling out answers, clowning around and answering even if they have to guess. Give one technique the teacher can use to be sure that the girls and quieter boys in the class have an equal chance to participate.

A: Many, including the use of talking chips; drawing names out of a hat to decide who to call on; round-robin answers; class rule that the same person may not speak two times in a row; make an effort to call on all students at least once per class, etc.

Receive two Gender-Fair cards.

ACTION/REACTION CARD

Q: You are a history teacher. The history textbook you are required to use for your class presents few female historical figures. Give two ways in which you can include more female historical figures in your class.

A: Many, including have students do presentations on famous women in history; bring in handouts to supplement the text; make a bulletin board on women in history, etc.

Receive two Gender-Fair Cards.

ACTION/REACTION CARD

Q: Give one example of a sex-role stereotype about females, and one way that it could have a negative influence on a female's education.

A: Many, including girls are not good at math resulting in less encouragement to take higher math courses; girls are better readers resulting in girls with reading problems being ignored or unidentified, etc.

Receive two Gender-Fair Cards.

ACTION/REACTION CARD

Q: A student notices sexist language in a textbook and brings it to your attention. Give one example of a gender-fair response to this situation.

A: Many, including use it as an opportunity to make students aware of subtle bias in language, have students look for sexist language in their texts, etc.

Receive two Gender-Fair Cards.

What should be done to promote
gender equity in schools?

PRACTICAL PROBLEM

SUPPORTING CONCEPTS

Educators' Gender Stereotypes and Behavior

Students' Gender Stereotypes and Behavior

Parent and Community Involvement

Principles of Gender Equity

Sex Equity Competencies

VALUED ENDS

SYSTEM OF ACTION

Class II, Transparency I

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

**Educators' Gender-Role
Stereotypes and Behaviors**

SUPPORTING CONCEPTS

**What should be done about educators'
gender-role stereotypes and behaviors
in the schools?**

Class II, Transparency 2

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

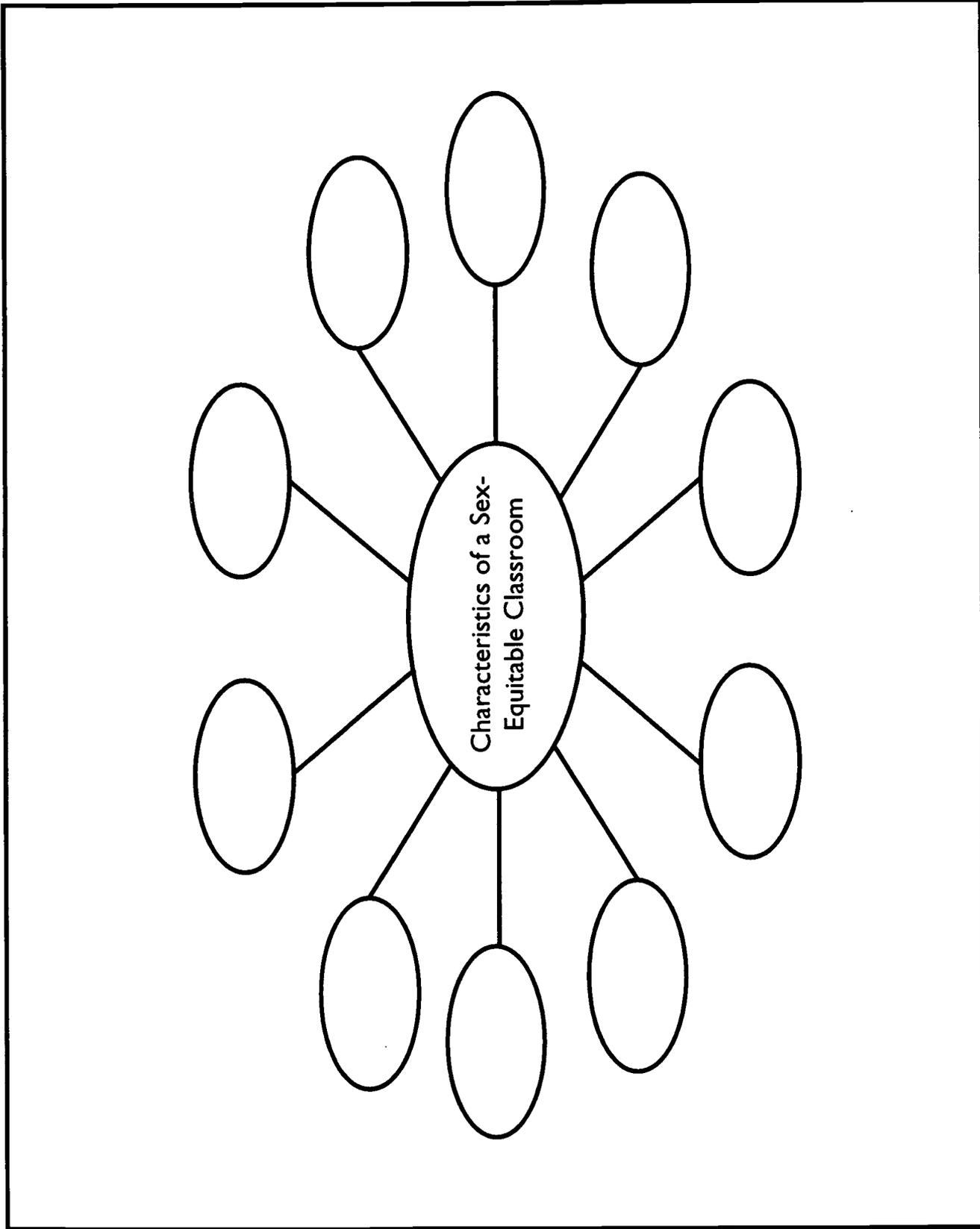
Students' Gender-Role
Stereotypes and Behaviors

SUPPORTING CONCEPTS

What should be done about students'
gender-role stereotypes and behaviors
in the schools?

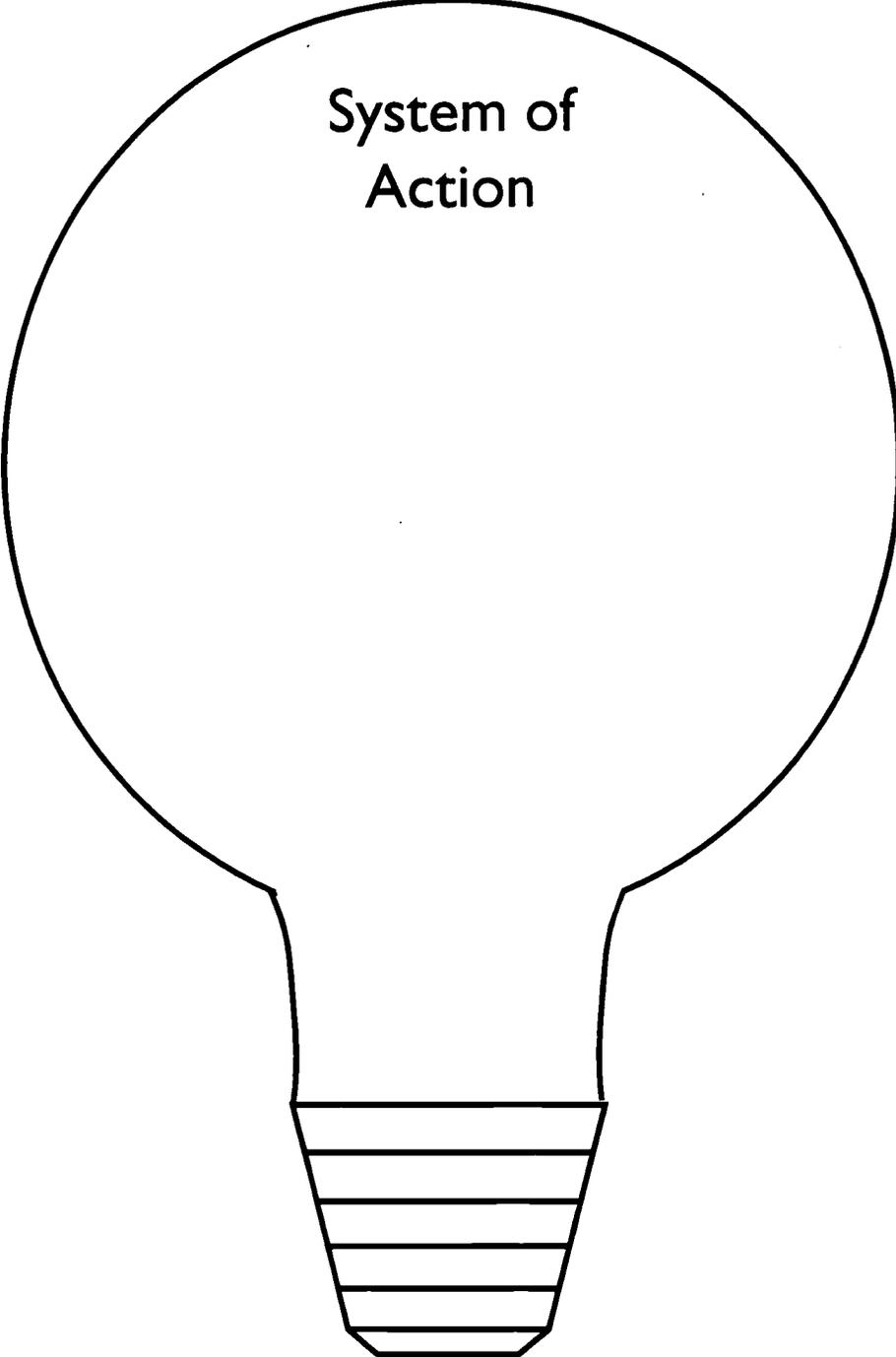
Class 11, Transparency 3

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.



What should be done to promote gender equity in schools?

System of
Action



Class II, Transparency 5

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Class 12 Lesson Outline



Practical Problem

What should be done to promote gender equity in the schools?

Valued Ends

Educators who

- are sensitive to gender-related issues specific to the content areas that they focus on in their classrooms.
- employ instructional strategies (including management strategies) that foster gender equity.
- plan classroom lessons and activities which include gender-related themes and gender-equitable teaching methods.

Supporting Content

- Teaching strategies which promote gender equity
 - 1) classroom management
 - 2) cooperative learning
 - 3) instructional strategies
 - 4) lesson plans

Suggested Activities

- ≈ *Lesson Plans.* Students will evaluate the components of sex equity which have been included in lesson plans in Sadker, M. & Sadker, D. (1982). *Sex equity handbook for schools.* New York, NY: Longman (pp. 139-197).
- ≈ *Gender-Fair Teaching Strategies in Content Areas (12.1).* Students report their research related to the key gender equity needs and issues in their content areas and gender-fair teaching strategies which research considers most appropriate to address the concerns identified.
- ≈ *Planning for Gender Equity.* Students will plan three lessons in their content areas and intended grade levels which include gender-equitable teaching strategies and themes.
- ≈ *Cooperative Learning (12.2.)* Discuss and practice a variety of cooperative learning teaching strategies.

Suggested Resources

Student Readings

- Broadhurst, K. (1988). Solving the exclusion problem: The key to sex equitable education in math, science, and technology. In Anne Carelli (Ed.), *Sex equity in education: Readings and strategies* (pp. 145-153). Springfield, IL: Charles C. Thomas.
- Carelli, A.O. (Ed.). (1988). Checklist of equitable teaching practices. In *Sex equity in education: Readings and strategies* (pp. xi-xxii). Springfield, IL: Charles C. Thomas.
- Klein, S.S. (Ed.). (1985). Sex equity strategies in the content areas. In *Handbook for achieving sex equity through education* (pp. 233-360). Baltimore, MD: Johns Hopkins University Press.
- Lockheed, M. and Klein, S.S. (1985). Sex equity in classroom organization and climate. In Susan S. Klein (Ed.), *Handbook for achieving sex equity through education* (pp. 189-217). Baltimore, MD: Johns Hopkins University Press.
- McCormick, T.M. (1994). Nonsexist, culturally inclusive instruction: Issues and strategies. In *Creating the nonsexist classroom: A multicultural approach*. (pp. 52-83). New York: Teachers College Press.
- Sanders, J. (1994). *Lifting the Barriers: 600 strategies that really work to increase girls' participation in science, mathematics and computers* (pp. 87-93) Port Washington, NY: Jo Sanders Publications.
- Thompson, C. (1988). Education and masculinity. In Anne Carelli (Ed.). (1988). *Sex equity in education: Readings and strategies* (pp. 43-54). Springfield, IL: Charles C. Thomas.

Wheeler, K.A. (1993). *How schools can stop shortchanging girls (and boys): Gender-equity strategies: A practical manual for K-12 educators*. Weilesley, MA: Center for Research on Women.

For Further Reference

- Hulme, M. A. (1994). *Equity materials in mathematics, science, & technology: A resource guide*. Philadelphia, PA: Research for Better Schools.
- Lockheed, M. E. & Harris, A. M. (1984). Cross-sex collaborative learning in elementary classrooms. *American Educational Research Journal*, 21 (2), 275-294.
- McCormick, T. M. (1994). Nonsexist, culturally inclusive instruction: Issues and strategies. In *Creating the nonsexist classroom* (pp. 52-83). New York, NY: Teachers College Press.

Transparencies

- Transparency 1: Practical Problem
- Transparency 2: Classroom Management
- Transparency 3: Instructional Strategies
- Transparency 4: Lesson Plans
- Transparency 5: System of Action

Gender-Fair Teaching Strategies in Content Areas

Directions: Identify the content area(s) researched in the first column. List the gender equity issues and needs in the content areas(s) in the second column. Identify recommendations described in the research to address gender equity concerns in the content areas(s) in the third column.

Content Area	Key Issues and Needs	Recommended Gender-Fair Teaching Strategies

Activity (12.1)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

What is cooperative learning?

Common cooperative learning teaching strategies

- ≈ *Think-Pair-Share*. A cooperative activity with three steps, this procedure uses pairs. First, a question posed by the teacher is considered individually. Next, students pair off to share and discuss responses. Finally, each student can present their response, that of their partner, or an integrated idea. It is important to remember that students always have the right to turn down the opportunity to share information.
- ≈ *Jigsaw*. Assignments are divided and each group member is responsible for learning a portion. Members of different teams responsible for the same section (the “expert group”) meet to help one another study and clarify. With their home team, students teach other members what they have learned.
- ≈ *Group Discussion With Talking Chips*. Each member of the group has a talking chip (a pen, an eraser, a checker, etc.). Once they have spoken, their chip is placed in the center of the table. A member may only retrieve their chip to speak again when the chips of every group member have been put onto the table.
- ≈ *Value Line*. Students consider their response to an evaluative question and place themselves on a continuum. Their position on the line indicates the strength and direction of their views.
- ≈ *Roundtable Discussion*. Each group circulates a sheet of paper with a question on it. Each member writes a response to the question and passes it on to the next member. Responses are not mandatory.
- ≈ *Corners*. A question with the possibility of multiple responses is posed to the class. Students join a group that has a common response. Each group gathers in a different corner or area of the room.
- ≈ *Send A Problem*. A member of the class (teacher, student, group, etc.) raises a question or poses a problem. This is passed on to a group for discussion and response. Each group writes up the response for their problem.
- ≈ *Inside/Outside Circle*. After counting off, the entire class will have a number. The odd numbers form a circle facing each other, the even numbers make a circle around the original circle. The odds turn around and face the evens. One person chooses a number between 1 and 5 and a direction (“2 to the left”). One of the circles follows this direction and the result is a new partner for each person.

Taken from Soloman, R. D., Soloman, E.C.L. and Davidson, N. (1993). *The Handbook for the Fourth R III: Relationship Activities for Cooperative and Collegial Learning*, Columbia, MD: National Institute for Relationship Training, Inc.

Activity (12.2)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Cooperative Learning Resources

- Bellanca, J. (1990). *Keep them thinking: A handbook of model lessons*. (Level III). Palatine, IL: Skylight Publishing.
- Bellanca, J. (1990). *The cooperative think tank: Practical techniques to teach thinking to the cooperative classroom*. Palatine, IL: Skylight Publishing.
- Bellanca, J. (1991). *Blueprints for thinking in the cooperative classroom* (2nd ed.). Palatine, IL: Skylight Publishing.
- Fogarty, R. (1990a). *Designs for cooperative interactions*. Palatine, IL: Skylight Publishing.
- Kagan, S. (1990). *Cooperative learning: Resource for teachers*. San Juan Capistrano, CA: Resources for Teachers.
- Johnson, D.W., Johnson, R. & Holubec, E. (1994). *Cooperative learning in the classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Slavin, R. (Ed.). (1987). *Learning to cooperate, cooperating to learn*. New York: Plenum Publishing Corporation.

Activity (12.2)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

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What should be done to promote
gender equity in schools?

PRACTICAL PROBLEM

SUPPORTING CONCEPTS

Classroom Management
Instructional Strategies
Lesson Plans

VALUED ENDS

SYSTEM OF ACTION

Class 12, Transparency 1

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Classroom Management

SUPPORTING CONCEPTS

What should be done about classroom management to promote gender equity in schools?

Class 12, Transparency 2

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Instructional Strategies

SUPPORTING CONCEPTS

What should be done about instructional strategies to promote gender equity in schools?

Class 12, Transparency 3

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Lesson Plans

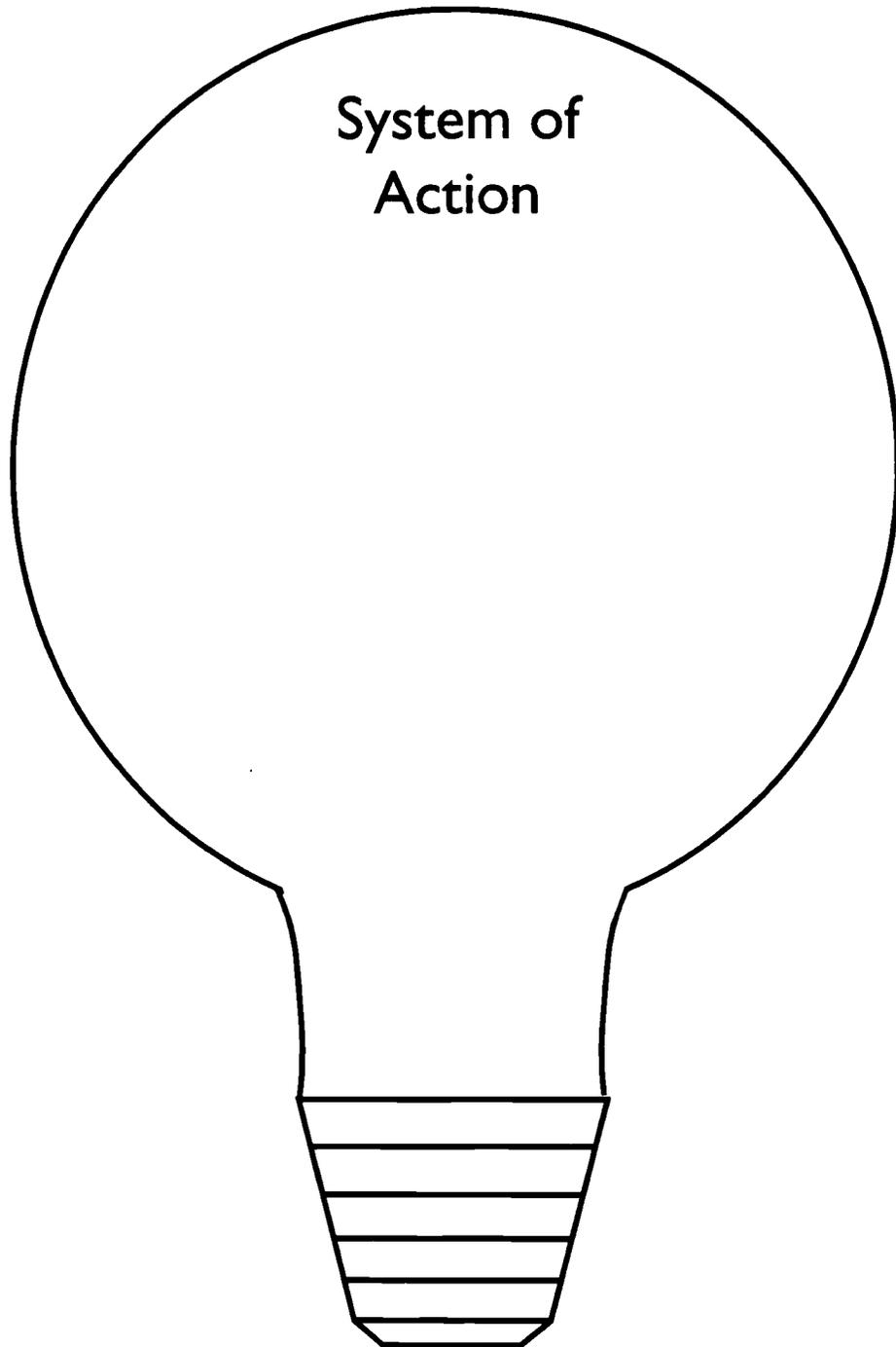
SUPPORTING CONCEPTS

What should be done about lesson plans
to promote gender equity
in schools?

Class 12, Transparency 4

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

What should be done to promote gender equity in the schools?



Class 12, Transparency 5

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Class 13 Lesson Outline



Practical Problem

What should be done to promote gender equity in schools?

Valued Ends

Educators who

- use gender-fair classroom resources (readings, textbooks, media).
- identify and discuss gender bias when it exists in materials in the classroom and in the media.
- use gender-fair language.
- encourage the use of gender-fair language by students.

Supporting Content

- Eliminating sexist language and photographs from resources, media, and other resources
- Sexist Language

Suggested Activities

- ≈ *Politically Correct Stories*. Read or role play one of the bedtime stories developed by Garner (1994) in *Politically correct bedtime stories: Modern tales for our life & times* (New York: Macmillan). Discuss the changes made by the author from the original tale and students' reactions to them.
- ≈ *Rewriting Everyday Language* (13.1). Students are given a list of words that have sexist connotations and are used in everyday conversations. Students develop alternative language that could be used which is nonsexist.
- ≈ *Media Evaluation* (13.2). Students review textbooks and other media in two content areas for gender fairness.

Suggested Resources

Student Readings

- Cotera, M. P. (1982). *Checklists for counteracting race and sex bias in educational materials*. WEEA Publishing Center.
- Hulme, M. A. (1988). Mirror, mirror on the wall: Biased reflections in textbooks and instructional materials. In Anne Carelli (Ed.). *Sex equity in education: Readings and strategies* (pp. 187-208). Springfield, IL: Charles C. Thomas.
- Macmillan/McGraw-Hill (Undated). *Guidelines for creating positive sexual and racial images in educational materials*. (pp. 5-30, 75-96). New York: Macmillan/McGraw-Hill School Division Committee for Creating Positive Sexual and Racial Images in Educational Materials.
- Scott, K. and Schau, C. G. (1985). Sex equity and sex bias in instructional materials. In Susan S. Klein (Ed.) *Handbook for achieving sex equity through education* (pp. 218-232). Baltimore, MD: Johns Hopkins University Press.
- Streitmatter, J. (1994). Teaching methods. *Toward gender equity in the classroom: Everyday teachers' beliefs and practices*. (pp. 93-123). Albany, NY: State University of New York Press.

For Further Reference

- American Association of University Women. (1993). *Hostile hallways: The AAUW survey on sexual harassment in America's schools*. New York: Harris (Louis) and Assoc.
- Britton, G. E. & Lumpkin, M. C. (1977). For sale: Subliminal bias in textbooks. *The Reading Teacher*, 31 (1), 45.

- Conti, N.E. and Kimmel, E.B. (1993, March). *Gender and cultural diversity bias in developmental textbooks*. Paper presented at the annual meeting of the Southeastern Psychological Association, Atlanta, GA.
- Gollnick, D., Sadker, M. and Sadker, D. (1982). Beyond the Dick and Jane syndrome: Confronting sex bias in instructional materials. In *Sex equity handbook for schools*. New York: Longman.
- Scott, K. P. (1981). Whatever happened to Jane and Dick? Sexism in texts reexamined. *Peabody Journal of Education*, 58 (3), 135-140.
- Titus, J. J. (1993). Gender messages in education foundations textbooks. *Journal of Teacher Education*, 44 (1), 38-43.

Transparencies

- Transparency 1: Practical Problem
- Transparency 2: Sexist Language
- Transparency 3: Media and Resources
- Transparency 4: Promoting Equity Map
- Transparency 5: System of Action

Rewriting Everyday Language

Directions: Write an alternate word or phrase for the gender-specific descriptors below.

1. mankind: _____
2. primitive man: _____
3. manmade: _____
4. congressman: _____
5. businessman: _____
6. fireman: _____
7. mailman: _____
8. salesman: _____
9. insurance man: _____
10. chairman: _____
11. policeman: _____
12. female doctor: _____
13. stewardess: _____
14. waitress: _____

Activity (13.1)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Possible Responses

mankind: humanity, human beings, human race, people

primitive man: primitive people, primitive men and women

manmade: artificial, synthetic, manufactured

congressman: member of Congress, representative

businessman: business executive, business manager

fireman: firefighter

mailman: mail carrier, letter carrier

salesman: sales representative, salesperson, sales clerk

insurance man: insurance agent

statesman: leader, public servant

chairman: presiding officer, chair, head, leader, coordinator, chairperson, moderator

policeman: police officer

female doctor: doctor, physician

stewardess: flight attendant

waitress: wait staff, server

Possible Discussion Questions

- ≈ How do you feel about the changes?
- ≈ What should a teacher do if s/he finds sexist language in the textbooks and other materials that his/her students are reading?
- ≈ In every day classroom interaction, students may use sexist language. What should you do as an educator when students use sexist language in the classroom?

Activity (13.1)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Media Evaluation

Directions:

- (1) Locate the following for a specific grade level which you identify
 - a. one textbook in your content area
 - b. one textbook not in your content area

- (2) Examine each of these textbooks to determine
 - a. How often males and females are portrayed.
 - b. How males and females are represented in language, photographs and illustrations.
 1. Is stereotyping present? If so, provide an example.
 2. Is there a balance in representation of males and females? If so, indicate how this is accomplished.
 3. Are the examples provided realistic?
 4. Are there examples of linguistic bias? If so, provide examples.
 - c. How groups traditionally under-represented in society are portrayed.

- (3) What has your experience examining these textbooks shown you about the process of selecting textbooks to encourage gender fairness in the classroom?

Activity (13.2)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

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What should be done to promote
gender equity in schools?

PRACTICAL PROBLEM

SUPPORTING CONCEPTS

Sexist Language
Media and Other Resources

VALUED ENDS

SYSTEM OF ACTION

Class 13, Transparency 1

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Sexist Language

SUPPORTING CONCEPTS

What should be done about sexist language
to promote gender equity
in schools?

Class 13, Transparency 2

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

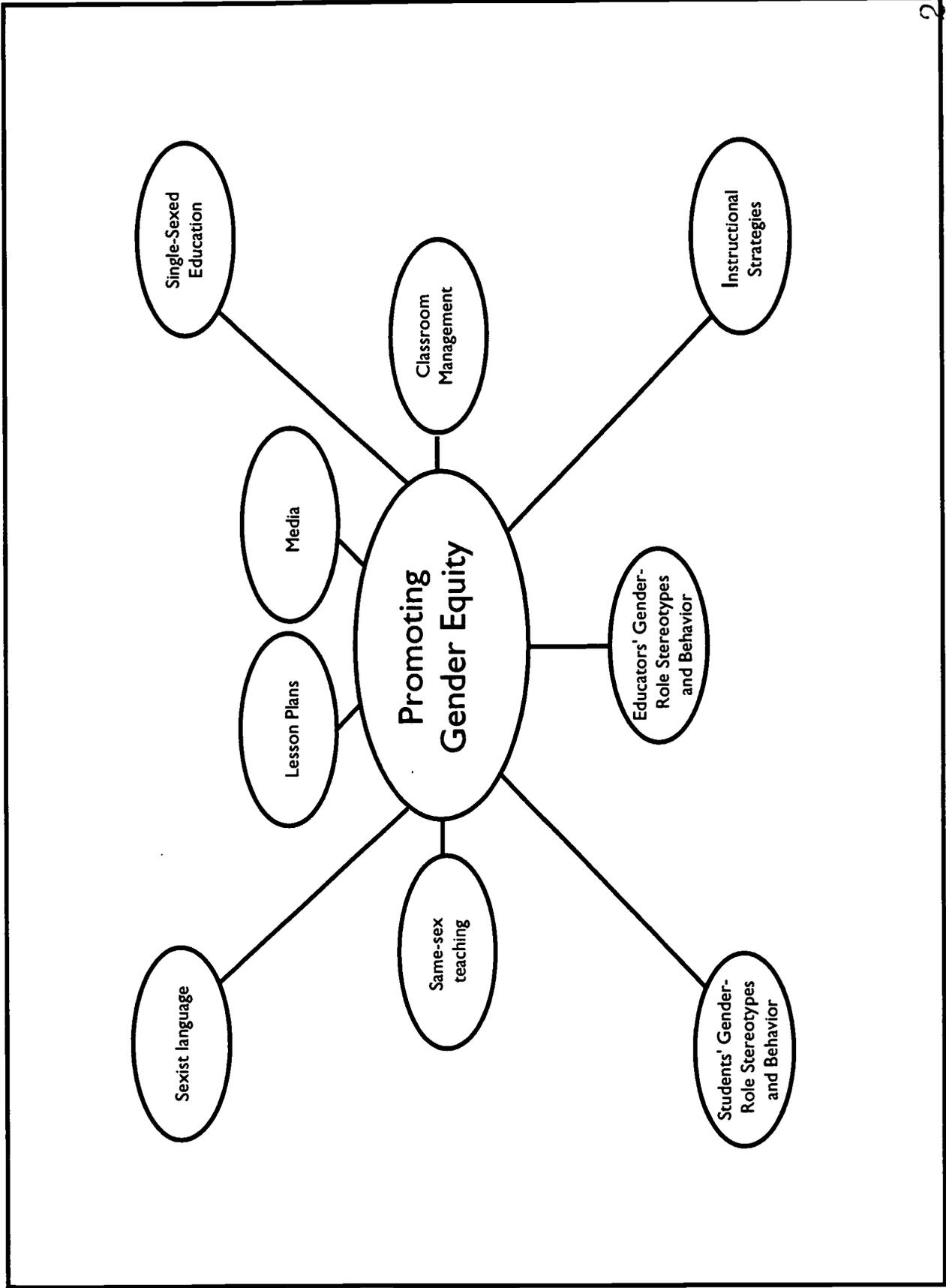
Media and Resources

SUPPORTING CONCEPTS

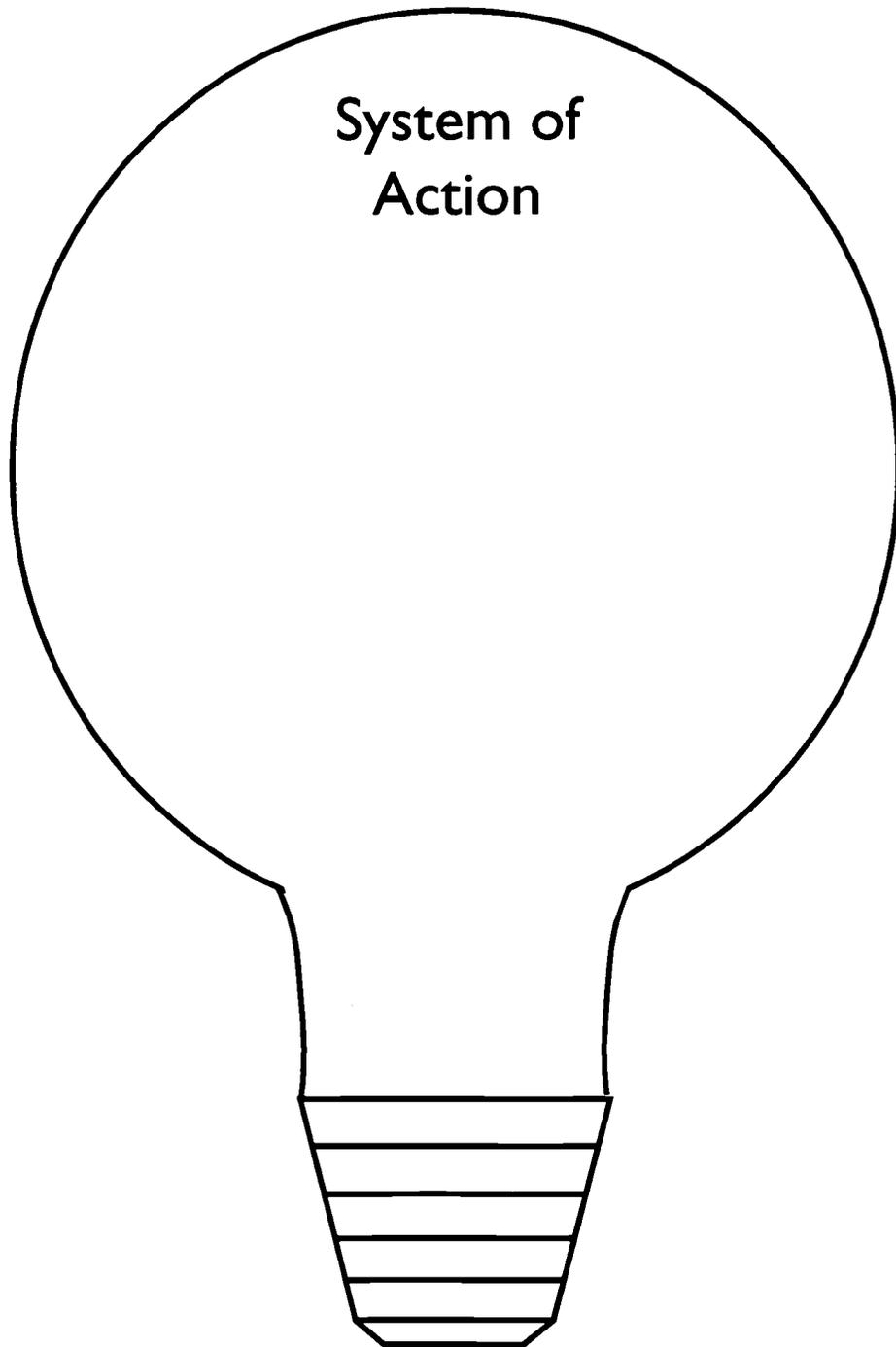
What should be done about media and resources
to promote gender equity
in schools?

Class 13, Transparency 3

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.



What should be done to promote gender equity in schools?



Class 13, Transparency 5

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Class 14 Lesson Outline



Practical Problem

What should be done to promote gender equity in schools?

Valued Ends

Educators who

- respond to students' esteem needs in a manner that promotes students' well-being and academic success.
- apply gender-related principles discovered in literature and other resources in the classroom.

Supporting Content

- Matching teaching and learning styles
 - Promoting self-esteem
-

Suggested Activities

- ≈ *Take Your Children to Work and/or Home Day*. Discuss the “take your daughters to work day” and the “take your sons home day” as a means of promoting gender equity for male and female students. How does such a practice promote/discourage children's self-esteem and gender equity? Are such activities truly gender equitable?
- ≈ *Reasoning About Self-Esteem* (14.1). Students work through the practical reasoning process in connection with the value question, “What should be done to promote students' self-esteem?” The description of practical reasoning of this curriculum (pp. 9-11) may be used in connection with this activity.
- ≈ *Sharing of Book Reports* (14.2). Students will read one book throughout the semester and write a paper in which they react to the book, indicating how the principles and information presented in the book could be used in their future classrooms.

Suggested Resources

Student Readings

(1995, December 3), *Lynn Minton Reports: Fresh Voices: Teenage Girls Talk About. . . "What Makes Me Feel Insecure."* Parade, pp. 5.

Orenstein, P. (1994). Anita Hill is a boy: Tales from a gender-fair classroom. In *Schoolgirls: Young women, self-esteem, and the confidence gap* (pp. 245-274). New York: Doubleday.

Orenstein, P. (1994). Rising above: I like myself. In *Schoolgirls: Young women, self-esteem, and the confidence gap* (pp. 225-242). New York: Doubleday.

Sadker, M. and Sadker, D. (1994). The self-esteem slide. In *Failing at Fairness: How America's schools cheat girls* (pp. 77-98). New York: Charles Scribner's Sons.

For Further Reference

Emil, C. (1993). *Strengthening the self-esteem of adolescent girls within the public school system*. Unpublished master's thesis, Dominican College, San Rafael, CA.

Keefe, J. W. (1979). Learning style: An overview. In National Association of Secondary School Principals, *Student Learning Styles: Diagnosing and Prescribing Programs* (pp. 1-17). Reston: National Association of Secondary School Principals.

Rosenberg, J.H. (1989). *Learning and gender fair teaching* (Classroom teaching guide). New Britain, CT: Central Connecticut State University, ABLE.

Simmons, C.H. and Parsons, R.J. (1983). Developing internality and perceived competence: The empowerment of adolescent girls. *Adolescent*, 18 (72), 917-922.

Transparencies

Transparency 1: Practical Problem

Transparency 2: Matching Teaching and Learning Style

Transparency 3: Promoting Self-Esteem

Transparency 4: System of Action

Book Report

Directions: Select and read one of the books from the following list. Write a paper, at least 5 pages in length, indicating how the ideas in the book could be used to encourage gender fairness in your future classroom. Be prepared to discuss the book which you read in class.

- Apple, M. (1986). *Teachers and texts: A political economy of class and gender relations in education*. New York: Routledge & Kegan Paul.
- Askew, S. & Ross, C. (1988). *Boys don't cry: Boys and sexism in education*. Philadelphia: Taylor & Francis.
- Belenky, M., Clinchy, B., Goldberger, N. & Tarule, J. (1986). *Women's ways of knowing: The development of self, voice, and mind*. New York: Basic Books.
- Best, R. (1983). *We've all got scars: What boys and girls learn in elementary school*. Bloomington: Indiana University Press.
- David, D. & Brannon, R. (Eds.). (1976). *The forty-nine percent majority: The male sex role*. Boston, MA: Addison-Wesley Publishing Co.
- Delamont, S. (1980). *Sex roles and the school*. New York: Methuen.
- Faludi, S. (1991). *Backlash: The undeclared war against women*. New York: Anchor Books.
- Farrell, W. (1993). *The myth of male power: Why men are the disposable sex*. New York: Simon and Schuster.
- Farrell, W. (1986). *Why men are the way they are: The male-female dynamic*. New York: McGraw Hill.
- Farrell, W. (1975). *The liberated man: Beyond masculinity: Freeing men and their relationships with women*. New York: Bantam Books.
- Flynn, E. & Schweickart, P. (1986). *Gender and reading: Readers, text and contexts*. Baltimore: Johns Hopkins University Press.
- Franklin, C. (1984). *The changing definition of masculinity*. New York: Plenum Press.
- Freidan, B. (1984). *The feminine mystique*. New York: Dell Publishing.
- Gilligan, C. (1982). *In a different voice*. Cambridge, MA: Harvard University Press.
- Gould, S.J. (1981). *The mismeasure of man*. New York: Norton.
- Grumet, M. (1988). *Bitter milk: Women and teaching*. Amherst, MA: University of Massachusetts Press.
- Howe, F. (1984). *Myths of coeducation*. Bloomington: Indiana University Press.
- Kimmel, M. (Ed.). (1987). *Changing men*. Newbury Park, CA: Sage.
- Orenstein, P. (1994). *Schoolgirls: Young women, self esteem and the confidence gap*. New York: Doubleday.
- Paley, V. (1984). *Boys and girls: Superheroes in the doll corner*. Chicago: University of Chicago Press.
- Pearson, C., Shavlik, D. & Touchton, J. (1989). *Educating the majority: Women challenge tradition in higher education*. New York: Macmillan.

(continued)

Activity (14.2)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

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- Pipher, M. (1994). *Reviving Ophelia: Saving the selves of adolescent girls*. New York: Putnam.
- Renzetti, C. & Curran, D. (1992). *Women, men, and society*. Boston: Allyn and Bacon.
- Rotundo, E. (1993). *American manhood: Transformations in masculinity from the Revolution to the modern era*. New York: Basic Books.
- Spender, D. (Ed.) (1981). *Men's studies modified*. Oxford: Pergamon Press.
- Spender, D. & Sarah, E. (Eds.). (1980). *Learning to lose: Sexism and education*. London: The Woman's Press.
- Tannen, D. (1990). *You just don't understand: Men and women in conversation*. New York: Ballantine.
- Tarvis, C. (1992). *The mismeasure of women*. New York: Simon and Schuster.
- Thorne, B. (1993). *Gender play: Girls and boys in school*. New Brunswick, NJ: Rutgers University Press.
- Weiler, K. (1988). *Women teaching for change: Gender, class, & power*. South Hadley, MA: Bergin & Garvey.
- Weiner, G. & Arnot, M. (Eds.). (1988). *Class, race and gender in American education*. New York: SUNY Press.

Activity (14.2)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Reasoning about Self-Esteem

Directions: Use the following worksheet as a guide as you work through the practical reasoning process. Once a specific context is determined (student grade level, male and/or female students, geographic location) work through the process and determine a morally defensible course of action which can be taken to address the problem.

Practical Problem: What should be done to promote gender equity in education in today's society?

Sub-problem: What should be done to promote students' self-esteem?

Valued Ends (Desired state when the problem has been resolved to the reasoners' satisfaction):

Context (Facts related to the problem):

Activity (14.3)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

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Alternate Means For Action (Ways whereby the problem could be addressed):

1.

2.

3.

4.

Activity (14.3)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

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Means Selected For Action (Select two options which you believe would be the most powerful for implementation in your future classroom and indicate why you have selected them):

1.

2.

Activity (14.3)

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

What should be done to promote
gender equity in schools?

PRACTICAL PROBLEM

SUPPORTING CONCEPTS

Matching Teaching and Learning Styles
Promoting Self-Esteem

VALUED ENDS

SYSTEM OF ACTION

Class 14, Transparency 1

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*.
Baltimore, MD: Maryland State Department of Education.

Matching Teaching and Learning Style

SUPPORTING CONCEPTS

What should be done about matching teaching
and learning styles to promote gender
equity in schools?

Class 14, Transparency 2

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Promoting Self-Esteem

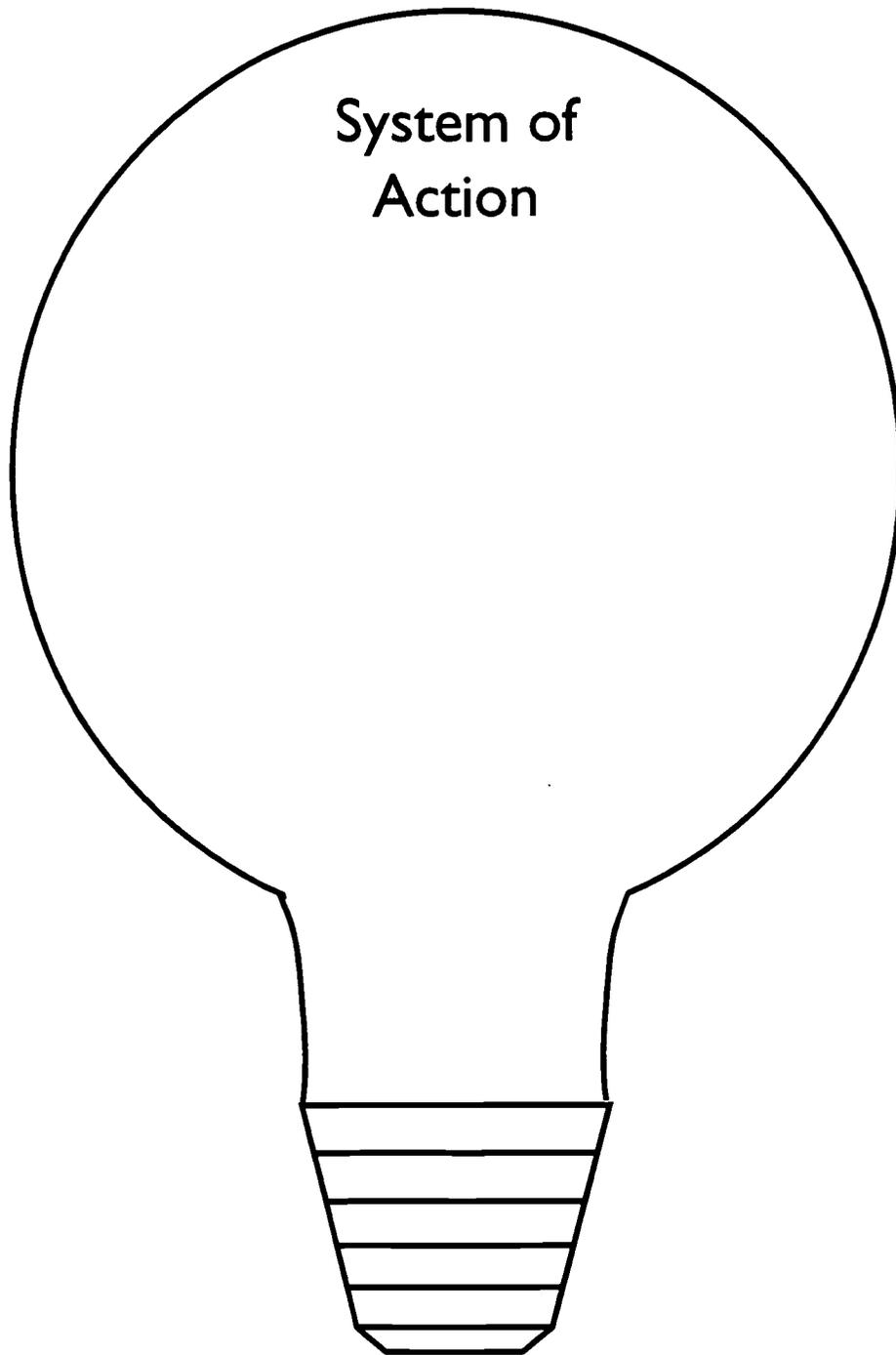
SUPPORTING CONCEPTS

What should be done about promoting self-esteem
while promoting gender equity in schools?

Class 14, Transparency 3

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*.
Baltimore, MD: Maryland State Department of Education.

What should be done to promote gender equity in schools?



Class 14, Transparency 4

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Class 15 Lesson Outline



Practical Problem

What should be done to promote gender equity in schools?

Valued Ends

Educators who

- employ gender-fair strategies as they assess student performance.
- can evaluate the gender fairness of test items which may be used with students.

Supporting Content

- Gender-fair assessment strategies

Suggested Activities:

- ≈ *Assessing Fairness.* Examine test items in standardized tests to determine gender fairness and inclusiveness of test items. General Education Equivalency (GED), American College Test Assessment (ACT), Scholastic Assessment Test (SAT), and California Achievement Test (CAT) study guides may be used as a source of test items if others are not available.
- ≈ *Test Performance.* Discuss gender-related characteristics which may influence students' performance with various types of evaluation strategies (multiple choice, true false, essay exams). Determine, as a class, what should be done to evaluate students in a gender-equitable manner.
- ≈ *Gender Equity Teaching Application Items.* Students prepare items that could be placed in their teaching portfolios related to gender equity issues in education. Ideas for portfolio items include: 1) philosophy statement related to gender equity; 2) list of gender equitable teaching strategies in their content areas; 3) list of books read related to gender equity; 4) list of gender-related courses taken; 5) lesson plans and other teaching media related to gender issues.
- ≈ *Post Test* (see Pretest 1.1).

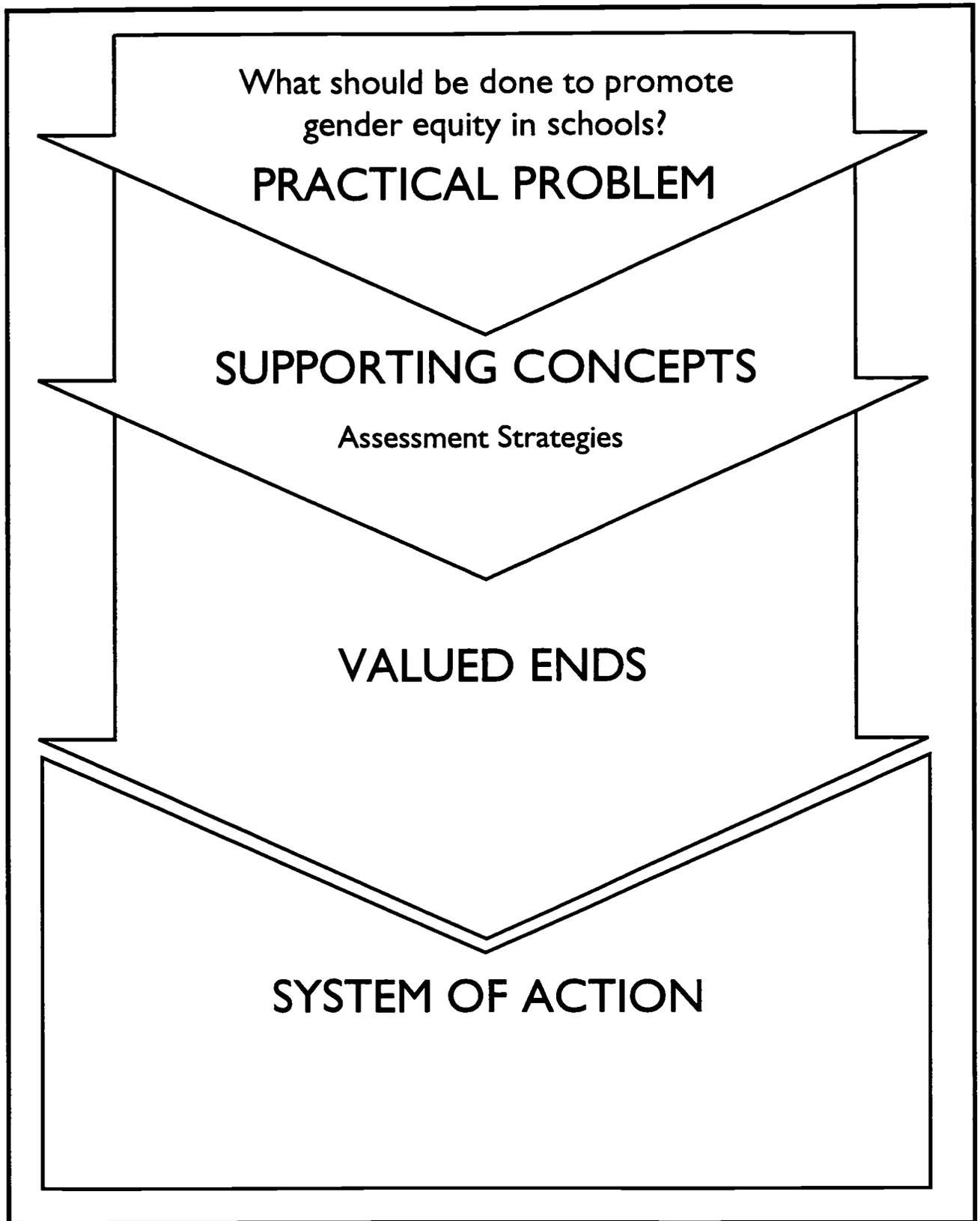
Suggested Resources

Student Readings

- Dwyer, C.A. (1979). The role of tests and their construction in producing apparent sex-related differences. Chapter 13 in *Sex-related differences in cognitive functioning*, pp. 335-353. New York: Academic Press.
- Hoover, H.D. & Han, L. (1995, April). *The effect of differential selection on gender differences in college admission test scores*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Leonard, D. K. & Jiang, J. (1995, April). *Gender bias in the college prediction of the SAT*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Rosser, P. (1989, April). *Gender bias in testing: Current debates for future priorities. A public policy dialogue*. Proceedings of the Ford Foundation Women's Program Forum. New York: New York.
- Sadker, M. and Sadker, D. (1994). Test drive. In *Failing at Fairness: How America's schools cheat girls* (pp. 136-160). New York: Charles Scribner's Sons.

Transparencies

- Transparency 1: Practical Problem
Transparency 2: Assessment Strategies
Transparency 3: System of Action



Class 15, Transparency I

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Assessment Strategies

SUPPORTING CONCEPTS

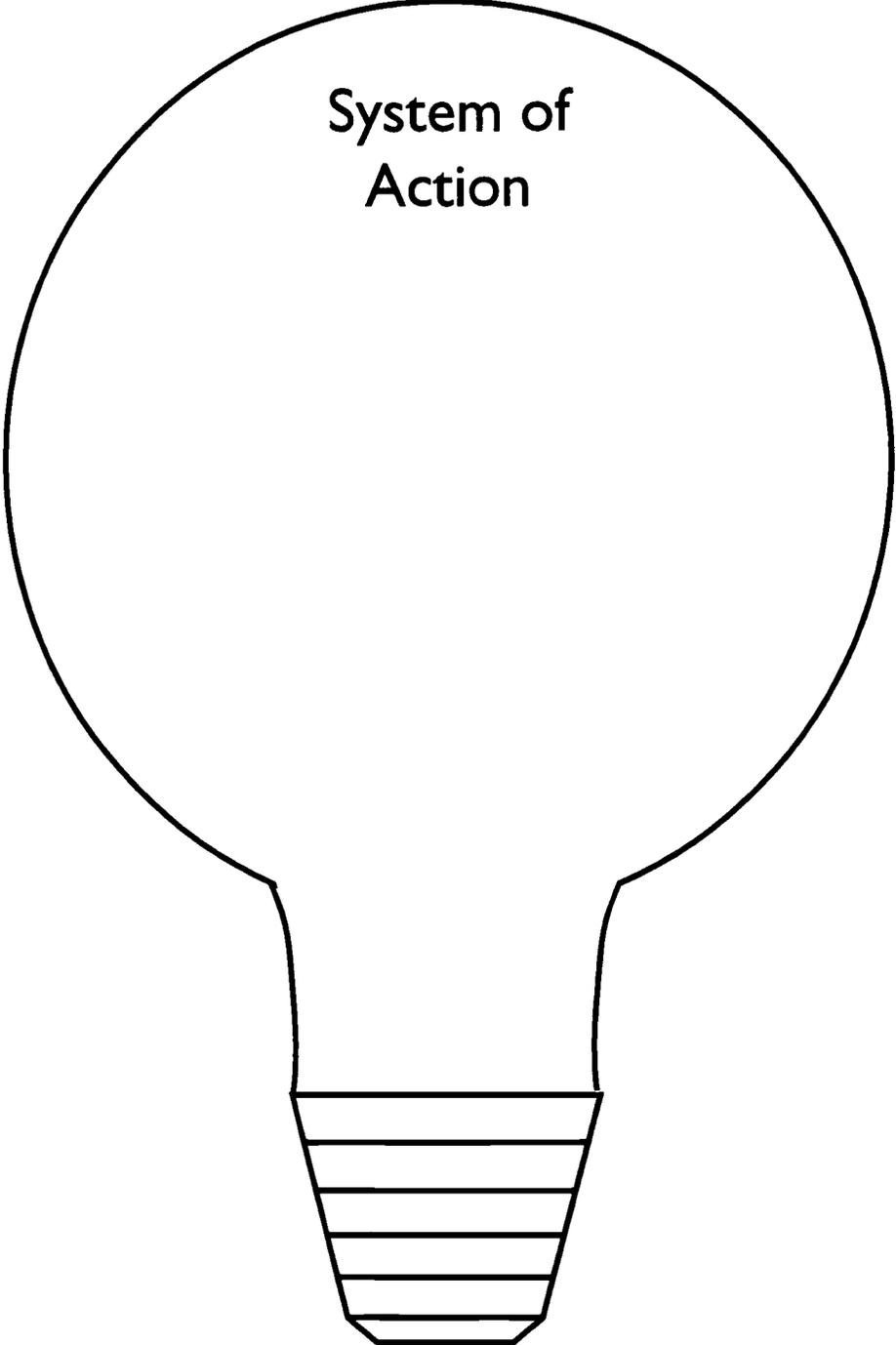
What should be done about assessment strategies to promote gender equity in schools?

Class 15, Transparency 2

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

What should be done to promote gender equity in schools?

System of
Action



Class 15, Transparency 3

Gentzler, Y. S. & Browne, L. K. (1996). *Gender equity in education: A curriculum plan for an undergraduate course*. Baltimore, MD: Maryland State Department of Education.

Comprehensive List of Student Readings



Using the following list, instructors may choose readings for their class outlines based on individual needs.

- The American Association of University Women Educational Foundation. (1992). *How schools shortchange girls: A study of major findings on girls and education*. Researched by The Wellesley College Center for reasearch on Women. Washington, D.C.: American Association of University Women and National Education Association.
- The American Association of University Women Educational Foundation (1993). *Hostile hallways: The AAUW survey on sexual harassment in America's schools*. Researched by Harris/Scholastic Research, a division of Louis Harris and Assoiates, Inc., in partnership with Scholastic, Inc. Washington, D.C.: American Association of University Women.
- Bailey, S.M. (1993). The current status of gender equity research in American schools. *Educational Psychologist*, 28 (4), 321-339.
- Bakken, T. (1994). The responsibility of schools and colleges to monitor pornography to prevent sexual harassment. *Labor Law Journal*, 45 (12), 762-770.
- Begley, S. (1995, March 27). Gray matters. *Newsweek*, 48-54.
- Broadhurst, K. (1988). Solving the exclusion problem: The key to sex equitable education in math, science, and technology. In Anne Carelli (Ed.). *Sex equity in education: Readings and strategies* (pp. 145-153). Springfield, IL: Charles C. Thomas.
- Calabrese, M. E. (1988). What is sex fair education? In Anne Carelli (Ed.), *Sex equity in education: Readings and strategies* (pp. 75-82). Springfield, IL: Charles C. Thomas.
- Carelli, A.O. (Ed.). (1988). Checklist of equitable teaching practices. In *Sex equity in education: Readings and strategies* (pp. xi-xxii). Springfield, IL: Charles C. Thomas.
- Carelli, A.O. (Ed.). (1988). Cost of sex bias in schools: The report card. In *Sex equity in education: Readings and strategies* (pp. 25-28). Springfield, IL: Charles C. Thomas.
- Carelli, A.O. (Ed.). (1988). What is Title IX? In *Sex equity in education: Readings and strategies* (pp. 83-93). Springfield, IL: Charles C. Thomas.
- Corson, D.J. (1992). Language, gender and education: A critical review linking social justice and power. *Gender and Education*, 4 (3), 229-254.
- Cotera, M. P. (1982). *Checklists for counteracting race and sex bias in educational materials*. WEEA Publishing Center.
- Davenport, D.S. and Yurich, J.M. (1991). Multicultural gender issues. *Journal of Counseling and Development*, 70 (1), 64-71. (December 3, 1995), *Lynn Minton Reports: Fresh Voices: Teenage Girls Talk About..."What Makes Me Feel Insecure."* *Parade*, pp. 5.
- Dunn, R., Beaudry, J.S., and Klavas, A. Survey of research on learning styles. *Educational Leadership*, 46 (6), 50-58.
- Durrant, S.M. (1992, March). Title IX—Its power and its limitations. *JOPERD*, 60-64.
- Dwyer, C.A. (1979). The role of tests and their construction in producing apparent sex-related differences. Chapter 13 in Wittig, M.A. & Peterson, A. (Eds.), *Sex-related differences in cognitive functioning*, (pp. 335-353) New York: Academic Press.

- Enomoto, E. K. (1995, April). *The gendered construction of educational management*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Fagot, B.I. & Hagan, R. (1985). Aggression in toddlers: Responses to the assertive acts of boys and girls. *Sex Roles*, 12 (3/4), 341-351.
- Flood, C. (1988). Stereotyping and classroom interactions. In Anne Carelli (Ed.), *Sex equity in education: Readings and strategies* (pp. 109-125). Springfield, IL: Charles C. Thomas.
- Fort, D.C. & Varney, H.L. (1989, May). How students see scientists: Mostly male, mostly white, and mostly benevolent. *Science and Children*, 8-13.
- Grant, L. (1985). Race-gender status, classroom interaction, and children's socialization in elementary school. *Sociology of Education*, 57 (2), 57-77.
- Grugeon, E. (1993). Gender implications of children's playground culture. In Peter Woods & Martyn Hammersley (Eds), *Gender and ethnicity in schools: Ethnographic accounts*. New York, NY: Routledge.
- Halpern, D.F. (1986). Introduction and overview. In *Sex differences in Cognitive Abilities* (pp. 1-21). Hillsdale, NJ: Erlbaum.
- Halpern, D.F. (1986). Cognitive Sex Differences. In *Sex differences in Cognitive Abilities* (pp. 231-256). Hillsdale, NJ: Erlbaum.
- Hoover, H.D. & Han, L. (1995, April). *The effect of differential selection on gender differences in college admission test scores*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
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VALUED ENDS



The following is a comprehensive list of valued ends for the course. Gender-fair educators may be characterized by these actions.

Class 1

Educators who

- have a working definition of gender equity.
- can list and discuss the impact of education-related gender equity issues.
- evaluate their understanding of education-related gender equity issues.

Class 2

Educators who

- use terminology associated with gender study.
- do not support gender-role stereotyping in schools and other social institutions.
- are free from gender-role stereotyping in their personal lives.
- evaluate the impact of the use of gender-related assessment tools on students' understanding of gender.

Class 3

Educators who

- respond to gender-related differences between students in a manner which promotes student success and well-being.
- can interpret student understanding of gender-related differences.

Class 4

Educators who

- understand the influence of biology, cognitive and physical development, and social learning upon gender-role development.
- are prepared to address gender-related developmental concerns during infancy, toddlerhood and pre-school.
- encourage socialization of infants and children that is free of gender bias and stereotyping.

Class 5

Educators who

- comprehend the possible influence of students' environment (socio-economic status, geographic location, culture, religion) and race, ethnicity, and disability on their gender-role development.
- respond to environmental and racial influences on students' gender-role development in a manner that promotes learning and students' self-esteem.
- assess the way gender and their understanding of gender affects their lives.

Class 6

Educators who

- can address gender-related developmental concerns during a student's school experiences.
- support gender-equitable programs and staffing within schools, school-related activities and programs.
- maximize student learning as they employ gender-equitable teaching strategies and resources within their classrooms.

Class 7

Educators who

- are gender fair during their interaction with students.
- employ gender-equitable teaching practices in the classroom.
- can evaluate the gender fairness of classroom interaction and resources.

Class 8

Educators who

- encourage gender-fair interaction between students.
- reduce opportunities for and respond to gender bias and sexual harassment in classrooms and schools.

Class 9

Educators who

- encourage cooperative, "power with," interaction between students.
- evaluate the influence of power and power structures on the gender fairness of school and classroom interaction.
- articulate their understanding of gender-equitable classrooms and schools.

Class 10

Educators who

- support state and federal laws which promote gender equity.
- promote, creating when necessary, classroom and school policy which fosters gender equity.
- can explain their position regarding the gender fairness of single sex and coeducational classrooms and schools.

Class 11

Educators who

- are free from gender-role stereotyping in their personal lives.
- do not support gender-role stereotyping in classrooms and schools.
- increase student understanding of the contributions of women of diverse backgrounds in history.
- have classrooms which are gender fair as they implement principles of gender equity.

Class 12

Educators who

- are sensitive to gender-related issues specific to the content areas that they focus on in their classrooms.
- employ instructional strategies (including management strategies) that foster gender equity.
- plan classroom lessons and activities which include gender-related themes and gender-equitable teaching methods.

Class 13

Educators who

- use gender-fair classroom resources (readings, textbooks, media).
- identify and discuss gender bias when it exists in materials in the classroom and in the media.
- use gender-fair language.
- encourage the use of gender-fair language by students.

Class 14

Educators who

- respond to students' esteem needs in a manner that promotes students' well-being and academic success.
- apply gender-related principles discovered in literature and other resources in the classroom.

Class 15

Educators who

- employ gender-fair strategies as they assess student performance.
- can evaluate the gender fairness of test items which may be used with students.

SUPPORTING CONTENT



Class 1

Education-related gender equity issues
Gender equity

Class 2

Androgyny
Gender
Gender bias
Gender discrimination
Gender equity
Gender-role attitudes
Gender-role stereotypes
Gender-role behaviors
Gender-role/sex role
Matriarchy
Patriarchy
Place and goal(s) of gender in today's society
Sex

Class 3

Gender differences

- 1) behavior
 - a) aggression
 - b) assertiveness
 - c) cooperation
 - d) perfection
 - e) silence
- 2) communication styles
- 3) self-esteem
- 4) student performance
 - a) gender bias in testing
 - b) language achievement tests
 - c) math achievement tests

Class 4

Origins of and influences upon gender-role development

- 1) biological
- 2) developmental
 - a) infancy and toddlerhood
 - b) preschool
- 3) social

Class 5

Origins of and influences upon gender-role development

- 1) environmental
 - a) prejudice
 - b) regionality
 - c) religion
 - d) socioeconomic class
- 2) race and ethnicity
- 3) disability

Class 6

The origins of and influences upon gender-role development

- 1) developmental
 - a) elementary school
 - b) middle school
 - c) high school
- 2) the school's role
 - a) administrative imbalance
 - b) courses
 - c) curriculum materials
 - f) extracurricular activities and sports
 - e) gender segregation/separation
 - c) teacher attention, feedback and expectations

Class 7

Teacher-student interaction: male students and female students

- 1) classroom management
- 2) gender-related trends in teachers' praise and criticism of student behavior
- 3) gender-related trends in teachers' praise and criticism of student work
- 4) instructional strategies

Class 8

Student-student interaction within classrooms and schools

The role of gender

- 1) interaction patterns
- 2) sexual harassment
- 3) student reactions to gender bias

Class 9

Characteristics of sex equity in classrooms

Equity vs. domination/subordination (power)

Class 10

Same-sex teaching/role modeling

Single-sex education

Title IX and other laws related to gender equity

Class 11

Promoting gender equity in classrooms/schools

- 1) eliminating educators' gender stereotypes and behavior
- 2) eliminating student gender stereotypes and behavior
- 3) parent and community involvement
- 4) principles of gender equity
- 5) sex equity competencies for classroom teachers

Class 12

Teaching strategies which promote gender equity

- 1) classroom management
- 2) cooperative learning
- 3) instructional strategies
- 4) lesson plans

Class 13

Eliminating sexist language and photographs from resources, media, and other resources

Sexist Language

Class 14

Matching teaching and learning styles

Promoting self-esteem

Class 15

Gender-fair assessment strategies

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GENDER EQUITY

IN EDUCATION

Looking Into Classrooms: An Observation Instrument

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**Equity Action Plan
Maryland State Department of Education
Division of Career Technology and Adult Learning**

The Maryland State Department of Education/Division of Career Technology and Adult Learning's overall goal is to work towards the full integration of equity, regarding gender, race, culture, national origin, age and disability, into the state's education system. It is an economic imperative that all students have access to the best possible education and the widest possible range of career preparation options.

1996

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Instructions

- I. Before the class begins, the observer should complete the student grouping chart on page 13.
- II. During the observation period, the observer should make check marks or comments in the spaces provided on pages 4–12.
- III. Check marks from Part I: Observation can be transferred to the Observation Summary Grid on page 16.
- IV. After the observation, the observer should complete Part II: Reflections on page 14.
- V. After discussion with the observer, the teacher should complete Part II: Reflections 1–6 on page 14.

Assessment/Observation Procedures

1. Familiarize yourself with the instrument.
2. There are two approaches that may be used to facilitate an assessment of the gender fairness in your classroom. These approaches may be combined.
 - a) Approach A: Arrange to have another educator, familiar with the instrument, attend and evaluate the gender fairness of your classroom interaction, setting and resources.
 - b) Approach B: Arrange to have your classroom interaction, including shots of the classroom, video-taped. You may then evaluate the gender fairness of your own classroom interaction, setting and resources.
3. Complete “Part I: Observation” of the observation instrument making comments in the spaces provided.
4. Complete the “Part II: Reflections” segment of the instrument.
5. When possible, discuss what you learn about the gender fairness of your classroom interaction and classroom setting as a result of this experience with one or more persons interested in gender equity issues.
6. Set goals to improve the gender fairness in your classroom.

Gender Fairness In The Classroom:

Some General Indicators

A gender-fair teacher

- calls on, disciplines and interacts with female and male students equally.
- uses wait time of three or more seconds. Asks high level questions and allows students the opportunity to prepare their responses.
- uses and promotes the use of language that is free of gender-role stereotyping and bias.
- does not consider students’ gender when s/he requests student help moving equipment and heavy objects or performing secretarial tasks.
- uses a variety of teaching methods.
- involves students in cooperative learning.
- considers gender balance as s/he places students in groups.
- encourages, praises, corrects and criticizes female and male students equally.
- equips both male and female students with the skills necessary to do their assignments rather than doing the work for students.
- recognizes female and male student achievement in all extracurricular activities.
- discourages competition between students.
- uses classroom resources such as readings, textbooks, and other media that are free of gender stereotyping and bias.
- evaluates her/his understanding of education-related gender equity issues and actively works to have a gender-fair classroom.

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Gender Equity: Looking Into Classrooms

This instrument is designed to assess gender fairness of classroom interaction. Several components of a teacher's interaction with students are focused on within the instrument including classroom interaction, teaching methods, teacher feedback, instructional materials and classroom management. This instrument also provides an opportunity for reflection related to the assessment by the teacher who has been observed.

Teacher's Name _____
Date _____ Time _____
Subject _____
Grade Level _____
Lesson Title _____

Teaching Method(s) _____

Number of Students _____
Number of Male Students _____
Number of Female Students _____
Observer's Name _____

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Special Instructions

This instrument has been developed to help identify unconscious gender stereotyping and bias in classroom interactions and resources for the purpose of personal growth and awareness. It should not be used to rate or judge educators. A series of observations over a period of time would yield the best results as a single class will most likely not provide enough interaction for thorough observation. Following the observation, the observer and teacher should work together to discuss what was made evident through the observation. This interaction will aid in clarifying any differences or misunderstandings regarding the observation. The observer should refrain from providing advice and making suggestions for improvement. The purpose of this instrument is for observation only—not evaluation. The results should not be used in teacher evaluations.

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Part I: Observation



GENDER FAIRNESS OF CLASSROOM INTERACTION

	Teacher was gender fair with respect to this item	Teacher interacted with female students in this manner	Teacher interacted with male students in this manner	Teacher did not interact with students in this manner	Observer's Comments
Calling on students					
Using wait time of 3 seconds or more after a question is asked before calling upon students					
Asking higher level questions					245

Using gender-fair language

Requesting student help with heavy objects (moving equipment, etc.)

Requesting student help with recording and other secretarial tasks

Having positive expectations of students

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GENDER FAIRNESS OF TEACHER INTERACTION (cont.)

	Teacher was gender fair with respect to this item	Teacher interacted with female students in this manner	Teacher interacted with male students in this manner	Teacher did not interact with students in this manner	Observer's Comments
Having negative expectations of students					
GENDER FAIRNESS OF CLASSROOM MANAGEMENT					
Disciplining and punishing students					
Having similar behavioral expectations for all students					253

GENDER FAIRNESS OF INSTRUCTIONAL MATERIALS

	Teacher was gender-fair with respect to this item	Teacher interacted with female students in this manner	Teacher interacted with male students in this manner	Teacher did not interact with students in this manner	Observer's Comments
Using gender-fair textbooks and other reading materials					
Using gender-fair posters and bulletin boards					
Exposing students to non-gender-stereotyped career options					25E

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GENDER FAIRNESS OF TEACHER FEEDBACK

	Teacher was gender fair with respect to this item	Teacher interacted with female students in this manner	Teacher interacted with male students in this manner	Teacher did not interact with students in this manner	Observer's Comments
Encouraging students					
Praising students					
Criticizing students					257

Correcting
student work

Showing students
how to do work
and assignments

Doing work for
students

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GENDER FAIRNESS OF TEACHER FEEDBACK

	Teacher was gender fair with respect to this item	Teacher interacted with female students in this manner	Teacher interacted with male students in this manner	Teacher did not interact with students in this manner	Observer's Comments
Recognizing student athletic achievement					
Recognizing student achievement in extracurricular activities beyond athletics					
Pointing out gender-role stereotypes					

Responding to
students'
display(s) of
emotion

Avoiding
comparisons
between
students

Discouraging
competition
between
students

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GENDER FAIRNESS OF TEACHING METHODS

	Teacher was gender fair with respect to this item	Teacher interacted with female students in this manner	Teacher interacted with male students in this manner	Teacher did not interact with students in this manner	Observer's Comments
Using a variety of teaching strategies					
Using cooperative learning teaching strategies					
Grouping students					265

Part II: Reflections



Instructions for Observer

1. Review the "Observation Summary Grid" and the Observer's comments regarding the gender fairness of your classroom interaction and setting.
2. Answer the following questions in connection with the observation
 - a) What gender-related trends, if any, do you see in the teacher's interaction with his/her students?
 - b) What, in your opinion, were some ways whereby the teacher exhibited gender-fair teaching as s/he interacted with her/his students?
 - c) What were some ways that gender fairness was encouraged in connection with the classroom setting and resources?

Instructions for the Teacher

1. Review the Observer's comments regarding the gender fairness of your classroom interaction and classroom setting.
2. What trends do you see with respect to gender in your classroom interaction?
3. What do you believe contributes to gender fairness within your classroom?
4. What do you think is detracting from gender fairness in your teaching?

- d) How might the gender fairness of this teacher's classroom interaction be improved?
- e) How might the gender fairness of the classroom environment be improved?
- f) What general recommendations might you make to the teacher toward improving the gender fairness of the teacher's teaching?

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5. What did you learn about the gender fairness of your classroom and teaching from the Observer's comments?

6. Identify possible changes which might make teaching more gender fair within your classroom.

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Observation Summary Grid



Instructions: Refer to the observation grid in Part I and place an "X" in the columns where comments were made by the observer.

	Teacher was gender fair with respect to this item	Teacher interacted with female students in this manner	Teacher interacted with male students in this manner	Teacher did not interact with students in this manner
Classroom Interaction				
Calling on students				
Using wait time of 3 seconds or more				
Asking higher level questions				
Using gender-fair language				
Requesting help with heavy objects				
Requesting help with recording or other secretarial tasks				
Having positive expectations of students				
Having negative expectations of students				
Classroom Management				
Discipling and punishing students				
Having similar behavioral expectations for all students				
Instructional Materials				
Using gender-fair textbooks and other reading materials				
Using gender fair posters and bulletin boards				
Exposing students to non-gender stereotyped career options				

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	Teacher was gender fair with respect to this item	Teacher interacted with female students in this manner	Teacher interacted with male students in this manner	Teacher did not interact with students in this manner
Teacher Feedback				
Encouraging students				
Praising students				
Criticizing students				
Correcting student work				
Showing students how to do work and assignments				
Doing work for students				
Recognizing student athletic achievement				
Recognizing student achievement in extracurricular activities beyond athletics				
Pointing out gender-role stereotypes				
Responding to students' display(s) of emotion				
Avoiding comparisons between students				
Discouraging competition between students				
Teaching Methods				
Using a variety of teaching strategies				
Using cooperative learning				
Grouping students				

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