

Appendix A

**Identifying Bias in Materials**

**Publication Title(s)**

---

	Always	Often	Rarely	N/A
Do the illustrations show men in traditionally masculine roles and/or women in traditionally feminine roles?				
Do the illustrations show women predominantly as helpers and/or men as leaders or figures of authority?				
Do the illustrations show women mainly in passive roles (such as watching, sitting, or waiting) and/or men in active roles?				
Do the illustrations, in general, show only men as serious and thoughtful?				
Do stories or text portray females in nontraditional roles?				
Do stories or text portray males in nontraditional roles?				
Is the generic “he” used for both sexes?				
Are both sexes encouraged to consider a wide range of careers and activities?				
Do the occupational titles avoid gender-bias (e.g., “server” rather than “waitress” or “waiter”)?				
Was the material you evaluated gender-fair in its treatment of both sexes?				
Is information presented in an age-appropriate format?				

Sidebar:  
 Source items 1-8: Utah State Office of Education. (n.d.). *MECCA trainer’s guide*. Salt Lake City, UT: Author. As cited in *Wester Massachusetts Gender Equity Center*. (1999).  
*Gender equity lesson plans and teacher guide*. Springfield, MA: Author, p.196.  
 Source items 9-10: Conley, J. (2003). *Nontraditional career opportunities forum (handout)*. Malta, IL: Kiswaukee College.

## Appendix A

### Identifying Bias in Materials

#### Publication Title(s)

---

	Always	Often	Rarely	N/A
Do the illustrations show men in traditionally masculine roles and/or women in traditionally feminine roles?	-2	-1	+2	
Do the illustrations show women predominantly as helpers and/or men as leaders or figures of authority?	-2	-1	+2	
Do the illustrations show women mainly in passive roles (such as watching, sitting, or waiting) and/or men in active roles?	-2	-1	+2	
Do the illustrations, in general, show only men as serious and thoughtful?	-2	-1	+2	
Do stories or text portray females in nontraditional roles?	+2	+1	-2	
Do stories or text portray males in nontraditional roles?	+2	+1	-2	
Is the generic “he” used for both sexes?	-2	-1	+2	
Are both sexes encouraged to consider a wide range of careers and activities?	+2	+1	-2	
Do the occupational titles avoid gender-bias (e.g., “server” rather than “waitress” or “waiter”)?	+2	+1	-2	
Was the material you evaluated gender-fair in its treatment of both sexes?	+2	+1	-2	
Is information presented in an age-appropriate format?	+2	+1	-2	

Sidebar:

Source items 1-8: Utah State Office of Education. (n.d.). *MECCA trainer’s guide*. Salt Lake City, UT: Author. As cited in *Wester Massachusetts Gender Equity Center*. (1999).

*Gender equity lesson plans and teacher guide*. Springfield, MA: Author, p.196.

Source items 9-10: Conley, J. (2003). *Nontraditional career opportunities forum (handout)*. Malta, IL: Kiswaukee College.

## Appendix B: Counselor's Self-Study

	Always	Often	Rarely	N/A
Do I encourage students to pursue a career even though the people in that field are primarily of the opposite sex?				
Do I discuss job salaries with both male and female students?				
Do I point out that typical female jobs usually have lower salaries than typical male jobs?				
Do I meet with students who are about to enter the workforce with information about employment rights and discrimination laws?				
Do I help students understand the changing roles of men and women, and the effect this may have on their work and family life?				
Do I provide realistic information about students' probable futures (e.g., most women can expect to hold paying jobs even if they marry and have families)?				
Do I recognize barriers that young women impose on themselves in response to socialization pressures?				
Do I review all counseling and testing materials for sources of gender bias and modify wherever appropriate?				
Do I interact with females and males similarly (e.g., considering their points of view, waiting for answers to questions, and maintaining eye contact)?				
Do I react negatively when I hear that a male student wants to pursue a career as a nurse or become an administrative assistant? Would I discourage such aspirations in him?				

Sidebar:

Source items 1-8: *Western Massachusetts Gender Equity Center. (1999). Gender equity lesson plans and teacher guide. Springfield, MA: Author, p.197.*

Source items 9-10: *Conley, J. (2003). Nontraditional career opportunities forum (handout). Malta, IL: Kiswaukee College.*

## Appendix B: Counselor's Self-Study

	Always	Often	Rarely	N/A
Do I encourage students to pursue a career even though the people in that field are primarily of the opposite sex?	+2	+1	-2	
Do I discuss job salaries with both male and female students?	+2	+1	-2	
Do I point out that typical female jobs usually have lower salaries than typical male jobs?	+2	+1	-2	
Do I meet with students who are about to enter the workforce with information about employment rights and discrimination laws?	+2	+1	-2	
Do I help students understand the changing roles of men and women, and the effect this may have on their work and family life?	+2	+1	-2	
Do I provide realistic information about students' probable futures (e.g., most women can expect to hold paying jobs even if they marry and have families)?	+2	+1	-2	
Do I recognize barriers that young women impose on themselves in response to socialization pressures?	+2	+1	-2	
Do I review all counseling and testing materials for sources of gender bias and modify wherever appropriate?	+2	+1	-2	
Do I interact with females and males similarly (e.g., considering their points of view, waiting for answers to questions, and maintaining eye contact)?	+2	+1	-2	
Do I react negatively when I hear that a male student wants to pursue a career as a nurse or become an administrative assistant? Would I discourage such aspirations in him?	-2	-1	+2	

Sidebar:

Source items 1-8: *Western Massachusetts Gender Equity Center. (1999). Gender equity lesson plans and teacher guide. Springfield, MA: Author, p.197.*

Source items 9-10: *Conley, J. (2003). Nontraditional career opportunities forum (handout). Malta, IL: Kiswaukee College.*

### Appendix C: Instructor's Self-Study

	Always	Often	Rarely	N/A
Do I monitor my own classroom behavior, language, voice, tone, and non-verbal stereotypes and sexist generalizations?				
Do I use gender fair language, avoiding “he” and “she” when referring to specific workers, such as “he” for welders and “she” for nurses?				
Do I search for and use instructional materials that depict multicultural men and women in a variety of occupational and recreational activities?				
Do I support students who are enrolled in career and technical education programs not traditional for their gender?				
Do I encourage all students to make career decisions based on skills, goals, and abilities, not on gender?				
Do I infuse equity topics into the curriculum, such as the awareness and prevention of harassment and discrimination?				
Do I provide attention, instruction, feedback, academic criticism, and praise equally to students of both sexes?				
Am I consistent in student achievement expectations for females and males in regards to grading, discipline, and behaviors?				
Do I mandate that students treat each other as equals, with respect?				
Do I interact with females and males similarly (e.g., considering their points of view, waiting for answers to questions, and maintaining eye contact)?				
Do I react negatively when I hear that a male student wants to pursue a career as a nurse or become an administrative assistant? Would I discourage such aspirations in him?				

Sidebar:

Source items 1-8: Utah State Office of Education. (n.d.). MECCA trainer’s guide. Salt Lake City, UT: Author. As cited in Wester Massachusetts Gender Equity Center. (1999).

Gender equity lesson plans and teacher guide. Springfield, MA: Author, p.196.

Source items 9-11: Conley, J. (2003). Nontraditional career opportunities forum (handout). Malta, IL: Kiswaukee College.

### Appendix C: Instructor's Self-Study

	Always	Often	Rarely	N/A
Do I monitor my own classroom behavior, language, voice, tone, and non-verbal stereotypes and sexist generalizations?	+2	+1	-1	
Do I use gender fair language, avoiding “he” and “she” when referring to specific workers, such as “he” for welders and “she” for nurses?	+2	+1	-1	
Do I search for and use instructional materials that depict multicultural men and women in a variety of occupational and recreational activities?	+2	+1	-1	
Do I support students who are enrolled in career and technical education programs not traditional for their gender?	+2	+1	-1	
Do I encourage all students to make career decisions based on skills, goals, and abilities, not on gender?	+2	+1	-1	
Do I infuse equity topics into the curriculum, such as the awareness and prevention of harassment and discrimination?	+2	+1	-1	
Do I provide attention, instruction, feedback, academic criticism, and praise equally to students of both sexes?	+2	+1	-1	
Am I consistent in student achievement expectations for females and males in regards to grading, discipline, and behaviors?	+2	+1	-1	
Do I mandate that students treat each other as equals, with respect?	+2	+1	-1	
Do I interact with females and males similarly (e.g., considering their points of view, waiting for answers to questions, and maintaining eye contact)?	+2	+1	-1	
Do I react negatively when I hear that a male student wants to pursue a career as a nurse or become an administrative assistant? Would I discourage such aspirations in him?	-2	-1	+2	

Sidebar:

Source items 1-8: Utah State Office of Education. (n.d.). MECCA trainer's guide. Salt Lake City, UT: Author. As cited in Wester Massachusetts Gender Equity Center. (1999).

Gender equity lesson plans and teacher guide. Springfield, MA: Author, p.196.

Source items 9-11: Conley, J. (2003). Nontraditional career opportunities forum (handout). Malta, IL: Kiswaukee College.



Appendix D

**AAUW Tech Check: Equitable School Climate?**

	<b># of males</b>	<b>#of females</b>
Computer science teachers		
Media specialists		
Computer/technical support staff		
Representative sample of characters (include adults, children, animals, and creatures) that are referenced in software used by students (consider using the most popular student software)		
Student-helpers that assist in school labs and maintain the computers		
Approximate weekly average of students in the computer labs during free time (e.g., after school, during lunch breaks, in study halls)		
Approximate number of participants in extracurricular activities that focus on computers or technology		

Sidebar:

Source: American Association of University Women (AAUW). (n.d.). Tech check. Washington, DC: Author, p.4.

## Appendix E

### Checklist for NTO

	Yes	No	I Don't Know
We have strong policy statements that support learners in nontraditional classes and prohibit unlawful discrimination towards learners in nontraditional classes.			
We promote the development of support groups for learners in nontraditional classes and help pair NTO learners with mentors.			
There is a formal mechanism for learners in nontraditional classes to resolve concerns and needs.			
Whenever possible, more than one NTO learner is placed in an NTO class.			
We provide, or help support, child care for parents who are preparing for nontraditional occupations.			
Our school policies acknowledge family and parenting responsibilities.			
NTO learners have access to locked and clean restrooms and/or changing facilities (or sufficient breaks to drive to them if necessary).			
Our tools, equipment, and clothing meet the NTO learners' size requirements.			

Sidebar:

Adapted from Clay, B. (1999). Promoting nontraditional options and opportunities. Kansas City: Kansas State Department of Education, pp 74-75.

(Appendix F Deleted—not included in any questions.)  
 Appendix G

### Checklist for School Culture

	Yes	No	I Don't Know
Do staff members use language that is free from racial, ethnic, and sexual bias or slurs at all times?			
Does your school have a policy that explicitly condemns racially, sexually, and ethnically biased behavior?			
Is the policy consistently enforced?			
Has student tracking and in-class homogeneous grouping been replaced with heterogeneous placement and instruction?			
Is there a long-range plan for alternative assessment?			
Does the school routinely collect data on incidents of cross-cultural friction such as harassment of females in nontraditional classes?			
Have special programs or policies been put in place as a result of such data analysis?			
Do pictures, decorations, and bulletins in the school reflect the diversity of its population and emphasize the message of unity and diversity?			
Has there been culturally sensitive and inclusively planned staff development about diverse cultural norms, communications, and learning styles?			
Does your school have a plan for improving inter-group relations?			
Is there adequate funding and administrative support to carry out a successful plan?			

Sidebar:

Source: Adapted from Pryga, S. (1999). *Fairness: A guide to gender equity in Illinois schools*. Chicago: Illinois Gender Equity Commission,

## Appendix H

### Student Perception Checklist

#### Class identifier

	Always	Often	Rarely	N/A
My opinions and ideas are respected by the females in class.				
My opinions and ideas are respected by the males in class.				
My opinions and ideas are respected by the teacher.				
I am comfortable expressing my opinions in class.				
I feel that the teacher has “favorites” in answering questions and participating in class.				
I have felt invisible in this class.				
The teacher calls on female and male students equally.				
I am interrupted when I speak in class.				
I leave class without sharing my opinions and feelings.				
The teacher gives me the time I need to answer questions.				
The teacher expects me to do my best.				

Sidebar:

Adapted from Utah State Office Of Education. (1995). Making equity count for classroom achievement. Salt Lake City, UT: Author. As cited in Western Massachusetts Gender Equity Center. (1999). Gender equity lesson plans and teacher guide. Springfield, MA: /Author, pp. 200-201.

## Appendix H

### Student Perception Checklist

#### Class identifier

	Always	Often	Rarely	N/A
My opinions and ideas are respected by the females in class.	+2	+1	-2	
My opinions and ideas are respected by the males in class.	+2	+1	-2	
My opinions and ideas are respected by the teacher.	+2	+1	-2	
I am comfortable expressing my opinions in class.	+2	+1	-2	
I feel that the teacher has “favorites” in answering questions and participating in class.	-2	-1	+2	
I have felt invisible in this class.	-2	-1	+2	
The teacher calls on female and male students equally.	+2	+1	-2	
I am interrupted when I speak in class.	-2	-1	+2	
I leave class without sharing my opinions and feelings.	-2	-1	+2	
The teacher gives me the time I need to answer questions.	+2	+1	-2	
The teacher expects me to do my best.	+2	+1	-2	

Sidebar:

Adapted from Utah State Office Of Education. (1995). Making equity count for classroom achievement. Salt Lake City, UT: Author. As cited in Western Massachusetts Gender Equity Center. (1999). Gender equity lesson plans and teacher guide. Springfield, MA: /Author, pp. 200-201.