

Seeing Gender: Statement on Title II

Title II – Professional Development

Title II of *No Child Left Behind* requires districts to increase student achievement by improving the quality of teachers and building principals. This is done by focusing on what works. All professional development activities must be based on a review of scientifically-based research that shows how such interventions are expected to improve student achievement. *Seeing Gender* meets this criterion through its research base in gender schema and by our application of pre-and post- test for professional development that are provided with this manual. Districts can administer these tests as part of the data collection process for their district improvement plan and for federal compliance.

Moreover, the activities within the *Seeing Gender* program and the strategies used in implementing the concepts presented have shown a correlation to improved student achievement not only for girls, but also for boys. *Seeing Gender* is grounded in a review of the research as well as classroom observations and qualitative research.

Seeing Gender also has possible uses for Title II, Part B Professional Development. We focus on Science, Technology, Engineering and Mathematics (STEM) and how the interventions we discuss can improve the academic achievement of all students. *Seeing Gender* will increase the teaching skills of mathematics and science teachers by increasing their awareness of how gender schema affects instruction and student motivation. *Seeing Gender* also aims at improving the preparation of girls to achieve in post-secondary institutions of learning by providing teachers with the skills they need to integrate negotiation skills into the mathematics and science classes.

The most crucial component in any district improvement plan is the quality of instruction and administration staff. Student learning and achievement cannot surpass the quality of instruction and administration. Thus the need for on-going staff development which diagnostically evaluates instruction and reinforces best practices amongst teachers are key to continued academic growth for students. Research has shown that of particular importance is that professional development models the changes in instruction needed to improve student achievement. The *Seeing Gender* curriculum and accompanying professional development activities provides teachers and administrators with just such opportunities.

Seeing Gender: Statement on Title II

Seeing Gender Professional Development Pre-Test

Date _____

Building/location: _____

Trainer: _____

Directions: Please √ the box that most closely matches your what you do you your classroom/knowledge of the topic.

	Always (10/10)	Often (7-9/10)	Sometimes (4-6/10)	Never (0/10)	N/A
I understand how gender schema contribute to differential achievement in Science, Technology, Engineering and Mathematics (STEM) classes.					
I recognize and address the concept of “accumulated disadvantage” in my classroom.					
I recommend all extra-curricula activities in my field of study to both males and females equally.					
I understand how gender schema affects how female students behave in the classroom.					
I am aware of “short circuiting” female students and work to prevent it in my classroom.					
I recognize how gender schema help explain boys’ self perceptions of ability.					
I value and give equal attention to the academic achievements of both genders.					
I expect female students to excel academically in science, mathematics, technology, and engineering classes.					
I am aware of a use a variety of strategies in my classroom to encourage equal participation and understand how these strategies create positive gender schema.					

Seeing Gender: Statement on Title II

In labs and hands-on activities I rotate/switch roles every 15 – 20 minutes so that girls have access to manipulatives and tools equally as male students.					
I ensure that my curriculum, classroom visuals, and resource materials are non-biased and show the contributions of women regardless of the content area.					
I comprehend why boys often get more attention in my classroom and have developed strategies to ensure that girls receive the same quantity and quality of attention.					
I understand that creating opportunities for female student to engage in STEM classrooms creates positive gender schemas for all students.					

Seeing Gender Professional Development Post-Test

Date _____

Building/location: _____

Directions: Please \surd the box that most closely matches your what you do you your classroom/knowledge of the topic.

	Always (10/10)	Often (7-9/10)	Sometimes (4-6/10)	Never (0/10)	N/A
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I recognize and address the concept of “accumulated disadvantage” in my classroom.					
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Seeing Gender: Statement on Title II

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