

Staff Development Strategy and Activities

7

Staff development is the primary and most often used equity strategy. Many equity training packages have been written and are available. However, the most successful staff development activities are designed to fit the local needs of the school district, occur over time, and are infused in the local inservice plan. Most equity staff development activities consist of awareness-raising workshops or training sessions that address a variety of topics, such as building knowledge of civil rights and nondiscrimination laws, identifying where bias and stereotyping exist in schools, and providing rationale for sex equity.

An important element of any equity inservice is a discussion of why equity should be important to staff, what the benefits are, and how staff can address equity in their roles of teachers, counselors, and administrators.

Those conducting staff development activities hold the key to success. Presenters must be knowledgeable about equity issues and sensitive to the needs of staff members. When considering a staff development activity, include the components of planning, implementing, and evaluating.

- Involve members of the *equity planning team* in all aspects of a staff development activity. They can help develop a list of possible equity topics and of potential sources of equity expertise, such as university and vocational, technical, and adult education (VTAE) staff, and Vocational Equity Leadership Cadre members from each cooperative educational service agency (CESA).

- Develop *checklists* to help make decisions about staff development goals and objectives, the needs of its target audience, its format, topics, available resources, speakers, and how the information will be presented.

- Select an *appropriate format* for the activity. These formats can include

- a stand-alone equity *inservice*, from one hour to one week in length;

- a *sectional presentation* in which equity is addressed as part of a larger inservice;

- a regional or statewide *conference*; or

- an infusion of equity into *other staff development activities*, such as education for employment, developmental guidance, or at-risk youths.

- Design the activity while keeping in mind the following *adult learning principles*.

- As individuals become adults, they move from a self-concept of dependency to one of *self-directedness*. Thus, the training must allow participants to be self-directed. Otherwise, the participants may perceive themselves as being treated as children and will be resistant or hostile toward the training.

- As people mature, they accumulate more and more *experience*. This makes it necessary to tailor adult instruction on an individual basis, drawing upon each person's experience.

- Adults tend to learn things based on *internal motivation*. Thus, trainers should respond to the participants' needs in a timely fashion and

should help them articulate needs of which they may be unaware.

- Adults have a *problem-centered orientation* which makes them look for immediate answers. They often enter training sessions with questions such as, "How will this training help me with the problem I'm having with . . . ?" or "From what I've learned today, what can I do differently on Monday?"

- Conduct the activity in a manner *conducive to learning*.

- Before beginning the activity, make the participants feel comfortable and at ease. Welcome them; introduce them to staff members and key people; provide them with refreshments, locations of rest rooms, and an agenda. Comments from the official host, such as the principal or district administrator, can help make participants feel that the activity is important and well worth their time and effort.

- Validate the *agenda*. According to Matthews and McCune (1978): "An activity involving participants in identification of their concerns and problems at this point gives an indication of willingness to deal with their concerns and provides opportunities for modification or focusing of the activities to come."

- Begin *cognitive activities* by introducing a base of information upon which the rest of the training is built. Examples of such introductory cognitive material include requirements of local, state, and federal laws or research findings on the impact of sex bias.

Cognitive activities also should include a question-and-answer period to ensure that participants understand the information being presented. Answering questions also shows that the trainer is responsive to the participants' concerns.

- Allow time for *practical application* of the concepts being taught. This activity lets participants relate the new information to their own situations. This can be done individually or in small groups.

- Encourage skill development by giving participants opportunities to *develop and practice* the skills they shared in the practical application phase of the training.

- Provide participants with *guidance* in selecting new action they can take back to their class-

rooms. Some actions may be individual, others may be organizational. This activity helps participants determine what they can do and how they can begin planning for the new actions.

- Conduct *evaluations* of the staff development activity using some or all of the following guidelines. Whether it's a workshop for 15 counselors or 700 teachers, the activity needs to be evaluated. The evaluation need not be elaborate. In fact, it may be very simple—but it needs to take place.

- Base the evaluation on the activity's *goals and objectives*. This means the goals and objectives must be clearly stated before an accurate evaluation can occur. Indeed, goals and objectives should be clearly defined before the activity is developed.

- *Evaluate all aspects* of the training event, including the instructional techniques, the skill and knowledge of the facilitators and the resource people, the publicity (for example, flyers, brochures), the facilities, and the training materials.

- Use the evaluation feedback as a *needs assessment* for follow-up training and program modification. New workshops can create an awareness of other needs and can suggest a myriad of activities with which to meet those needs. An effective evaluation can identify those needs and give direction to future activities.

Tips and Cautions

- Structure the activity so people are invited, not ordered, to attend. For example, have the principal or staff members nominate or select participants to attend.

- When selecting the time for a staff development activity, avoid high stress, nonattentive times like the end of the semester or times close to vacation. Be sensitive to the climate and timing in the local district as different issues will be of concern.

- Avoid introducing equity as a "new or add-on initiative." Rather, focus on how equity is and can be infused into curriculum, student learning experiences, classroom space, textbook selection, and so forth.

- Carefully select individuals who will do the training. If the training is to be conducted by

someone outside the school, solicit recommendations before hiring anyone; "preview" the speaker personally when possible.

- Point out how equity staff development is an issue related to excellence in education and higher achievement for students.
- Use the equity planning team and other advisory committees to assist in the planning. Doing so can identify and build support for the equity program.
- Invite people from other schools who have had successes to share their experience.
- Be aware of the environment where the training is being conducted. Check the facility ahead of time for lighting, electrical outlets, soundproofing, and privacy.

Suggested Resources

Grayson, Dolores, and Mary Martin. *Gender/Ethnic Expectations and Students' Achievement (GESA)*. Earlham, IA: GrayMill, 1985.

The GESA program examines five areas of disparity in the classroom and encourages teachers to use research-based instructional strategies and resources to eliminate those disparities.

Huesner, Esther. *ASPIRE: Awareness of Sexual Prejudice Is the Responsibility of Educators*.^{*} Newton, MA: Women's Educational Equity Act (WEEA) Publishing Center, 1979.

An excellent tool for training experienced and future teachers how to evaluate instructional materials, examine the effects of sex-role stereotyping on careers, and develop strategies for change. The four modules can be used as individual workshops or incorporated into classes.

Kaser, Joyce, Myra Pollack Sadker, and David Miller Sadker. *Guide for Sex Equity Trainers*. New York: Longman, 1982.

This guide provides the ABCs of sex-equity training.

Lockheed, Marlaine E. *Curriculum and Research for Equity (CARE): A Training Manual for Promoting Sex Equity in the Classroom*.^{*}

Newton, MA: WEEA Publishing Center, 1982.

This 370-page manual provides a training program that sensitizes educators to sex-role stereotyping. The six, two-hour sessions of analyses, activities, and discussions focus on female leadership, language and behavior, and other issues.

McCune, Shirley, and Martha Matthews. *Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators*. Washington, DC: Council of Chief State School Officers, 1978.

Smith, Amanda. *New Pioneers: A Program to Expand Sex-Role Expectations in Elementary and Secondary Education*. Raleigh, NC: North Carolina Department of Public Education, 1980.

A classic, week-long inservice workshop for educators.

Teacher Skill Guide for Combatting Sexism.^{*}

Newton, MA: WEEA Publishing Center, 1982.

This series of 13 modules for teacher-training programs and inservice workshops provides quick, simple tools for identifying and handling sex bias in teacher lessons and student attitudes.

^{*} Available from the Women's Educational Equity Act (WEEA) Publishing Center, Education Development Center, 55 Chapel Street, Newton, MA 02160; customer services: (800) 225-3088.

Stages of Change

Adapted from "Planning for Change" in *Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators* by the United States Department of Health, Education, and Welfare, Office of Education. Washington, DC: Government Printing Office, 1978, pp. 24-25.

The purpose of the following is to provide an understanding of the stages many people experience as they work through the change process. It is important that persons working for change anticipate these reactions and be prepared to cope with expected behavior.

Shock or Surprise

Our first reactions to new information or to circumstances necessitating change is shock or surprise. We tend to react strongly to any significant challenge to our perceptions and understandings. Comments that might be heard when people are at this initial stage process include:

"What! Discrimination in our school?"

"What do you mean, I discriminate against females/males in my classroom?"

"Title IX? What are you talking about?"

Disbelief

Shock or surprise soon gives way to active disbelief. We tend to resist information that requires us to re-examine or modify our perceptions of ourselves and the world around us. Comments frequently heard at this stage of change include:

"There's no discrimination in our school!"

"I treat every student exactly alike."

"We've already completed those Title IX requirements!"

Guilt

When we receive new information we may feel inadequate or guilty about its content or simply the fact that we did not know about the new information. Thoughts that may pass through our minds at this stage include:

"I should have realized that our school really does discriminate against students on the basis of sex!"

"I had no idea what I was doing when I separated boys and girls for reading and math classes."

"Why didn't I know about this Title IX?"

Projection

None of us can live with a great deal of guilt about our behavior or our lack of awareness because it is too painful to our image of ourselves. Instead, we often develop defensive ways of getting rid of the guilt and feeling better about ourselves. We often project our guilt onto other persons or other circumstances, blaming others for the problems or the situations in which we find ourselves. It is particularly easy to move into a stage of projection and to blame others when we have acquired enough new information and skills to realize that there is a problem, but not enough to enable us to solve the problem. Comments that may be heard at this stage of change include:

"The administrators have no awareness of sexism; they'll never move!"

"Parents in our community are so traditional. They'll never accept coed physical education classes."

"We wouldn't have to deal with Title IX if it hadn't been for those crazy women!"

Intellectualization

The first four stages of change reflect the ways that we deal with our feelings about new information or change. When we have had the opportunity to deal with these feelings, we begin to 'think' about the matter and attempt to consider the information in a more rational, less affective way. We may begin to assess the possibility of personal and institutional sex discrimination and proceed to an open effort to collect data and to evaluate the information obtained. It is at this stage of change that real problem solving can begin. Comments heard at this stage might include:

"You know, I realize that I do tend to expect the boys in my class to be better in mathematics than the girls."

"Title IX implementation will require considerable effort from everyone in the system, but it is worth it if we can improve the quality of the educational services that we can provide."

Integration and Action

The sixth stage of change is perhaps the most difficult and the most important. Integration involves taking the actions necessary to identify the implications of the new information for our daily lives. During this stage of learning or change it is essential that we determine the specific implications of the new information—the action requirements or objectives for our personal or institutional growth. It is at this stage that we must also identify the knowledge and skills that we will need to accomplish these action objectives. Comments that might be heard during this stage of change include:

"The task force on physical education and athletics is working to design the total physical education curriculum to ensure an adequate variety of activities is provided to meet the needs of all students—males and females."

"One of my goals as an administrator is to analyze the decisions I make regarding the hiring and promotion of staff to make certain that my unconscious bias does not influence these decisions."

"Our Title IX implementation plans are well under way. Four task forces are planning various remedial action projects to ensure that we're meeting Title IX requirements."

Acceptance

The final stage of change is achieved when the new information acquired becomes so integrated with our behavior that it seems as if it has always been a part of our perceptions and understandings. At this point our behavior has been thoroughly modified as a result of the new information or insight. Comments that may be heard at this point include:

"We've worked steadily to reduce sexism in our educational programs and have made progress."

"The skills I've learned to combat bias in textbooks have improved all aspects of my teaching."

"Title IX has been an important motivation for improving our education programs and our relationships with the community."

Conclusions

This formulation of change suggests that people working for the implementation of Title IX and sex equity should observe the following guidelines for change:

- Remember that change and learning take time. Do not expect people to accept new ideas immediately.
- Anticipate that first reactions to change are likely to reflect emotions or feelings. Dealing with the affective impact of new information is often necessary before we can begin creative and rational problem solving.
- We should anticipate both our own reactions and the reactions of others as we move through the stages of change; we should not make inflexible judgments as to our own or others' ultimate reactions.

Facilities Checklist for Inservices

Event: _____

Date: _____ Location: _____ Time: _____

Person in charge: _____ No. of participants: _____

Have You Checked the Following?

	No	Yes	Not Applicable
Facilities			
1. large meeting rooms and small breakout rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. room setup arrangements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. tables for registration and display	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. soundproofing of rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. location of rest rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. parking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Audiovisual equipment (include time equipment will be used and where it should be set up)			
1. public address system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. flip chart stands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. overhead projector, spare bulb, and screen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. film projector, spare bulb, and screen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. chalkboards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. tape recorder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. extension cords and three-prong plugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplies			
1. newsprint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. felt-tipped markers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. pencils and pens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. grease pencils and blank acetate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. chalk and erasers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. note pads	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. name tags	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. preregistration lists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. signs indicating workshop location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. participant materials such as the agenda, work sheets, handouts, and so forth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refreshments			
1. items to be served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. time and location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arrangements for consultants			
1. travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. hotel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Gender/Ethnic Expectations and Student Achievement (GESA)

The following summary and program description is by Dolores A. Grayson and Mary D. Martin. Additional information may be obtained by contacting Dolores A. Grayson at the GrayMill Foundation, 2029 352nd Place, Earlham, IA 50072; (515) 834-2431.

Objectives: GESA teachers will reduce disparity in teacher/student interaction as measured by classroom observations. Students in GESA classrooms will achieve significantly higher average gains in reading and mathematics as measured by pre- and post-achievement scores.

Why GESA? Although overt stereotyping is not as common as it was 20 years ago, subtler bias persists, hurting both males and females. The way teachers treat students reflects this bias. GESA examines five areas of disparity in the classroom and then encourages teachers to utilize research-based instructional strategies and resources to eliminate the disparities.

The GESA program is based on the premise that to ensure quality and excellence on an equitable basis, school districts need to address the issue of gender and ethnic bias directly in teachers' interactions with students. Once teachers have examined their own biases, as demonstrated by their own behavior toward male and female students, necessary curricular and other changes can be accepted more easily.

How Does GESA Work? School districts choose potential GESA facilitators to attend a three-day workshop given by GESA staff. Each facilitator then works with 20 to 36 teachers, who attend five monthly workshops. The teachers work in groups of four. After each workshop, teachers in each group observe in one another's classrooms, coding (by gender and ethnicity) the teacher-student interactions studied at the workshop. Each workshop also provides the teachers with resources to address specific curriculum issues in their classrooms.

Is GESA Successful? Yes! Pre- and post-observation and monthly summaries of coding sheets indicate that teachers participating in GESA have reduced disparities in their interactions with all students.

The GESA program is a culmination of eight years of collecting and comparing data and effective strategies.

Gender/Ethnic Expectations and Student Achievement (GESA) Facilitator Training Workshop Brochure

The following is taken from a brochure for a GESA workshop sponsored by the National Coalition for Sex Equity in Education and the Wisconsin Department of Public Instruction Sex-Equity Program in April 1988.

Gender/Ethnic Expectations and Student Achievement (GESA)

When teachers adopt GESA techniques, both they and their students benefit. As measured by pre- and post-achievement test scores, students in GESA classrooms will achieve significantly higher average gains in reading and mathematics; teachers will reduce gender disparity.

Although overt gender stereotyping is less prevalent than it was 20 years ago, gender bias still persists in subtle forms and suppresses the abilities and motivation of both boys and girls. Bias is reflected in teacher interactions and teacher expectations of students' achievements. GESA examines five major areas of gender disparity: instructional contact, groupings, classroom control, enhancing self-esteem, and evaluation of student performance.

GESA is designed for classroom teachers at any grade level in any subject.

Participants who complete the three-day workshop will be able to return to their districts and identify 20 to 36 GESA participants who will take part in five monthly workshops.

How can teachers increase achievement through their interactions with students?

GESA highlights research on what happens between students and teachers in the classroom, suggests alternative behaviors, provides time for assimilation and practice, then lets teachers observe each other without evaluation. Those who complete this three-day training will be able to facilitate GESA sessions with teachers in their own districts.

Participants are often amazed to learn about the effects of gender differences in expectations of students.

Do you know the answers to these questions about what we do in classrooms?

Among boys and girls . . .

- . . . who receives more teaching attention in the classroom?
- . . . who is criticized more for incorrect response or failure to respond?
- . . . who gets harsher reprimands when boys and girls are misbehaving equally?
- . . . who gets reprimanded more for verbal disruptions? for aggressive behavior?
- . . . who gets more instructional contact but less instructional assistance?
- . . . who gets rewarded three times more for creative behavior?

GESA is recognized nationally as effective in building quality education

The GESA program has been adopted in states including California (including the San Diego School District), Montana, Washington, Oregon, and Wisconsin.

Summary of Cooperative Educational Service Agency 10's "Equity Equals Excellence" Project

The following pages describe from its beginning an equity staff development program developed by CESA 10 in Chippewa Falls, Wisconsin. Sample agendas, pretests, and evaluation forms are included in this summary. For more information, contact Linda Riley, Gender Equity Leadership Project, Center for Vocational, Technical, and Adult Education, University of Wisconsin-Stout, 225C Applied Arts Building, Menomonie, WI 54751; (715) 232-1885.

First Year: 1985-86

CESA 10 received a grant under the Carl D. Perkins Vocational Education Act to provide inservice workshops for teams of educators from 21 school districts. The educators spent the fall planning the workshops and developing written resources for workshop participants. There were three phases to the staff development design during this first year.

1. A three-hour Kick-Off Dinner Workshop was held on a school night. James Knight from Ohio State University spoke on "Building a Positive School Climate." More than 200 people attended and paid \$9 for the dinner. A pretest [see page 79] was given to each attendee at this first meeting. The same instrument was given again at the end of the year to assist in measuring results of the project.
2. A series of one-day workshops targeting staff by discipline or job function was held from 8:30 a.m. to 4:00 p.m. Eight workshops were held within three weeks of the kick-off dinner. The workshops were designed to bring together to discuss sex equity at least one person from each of the 21 school districts with others who have their same job. The groups were counselors; technology education and academic teachers; business education and marketing education teachers; special needs teachers; agriculture teachers; home economics and health teachers; district administrators; and principals. [See page 78 for a sample agenda and page 81 for an evaluation form from one of these workshops.] The workshops provided participants with a common equity planning format and explained that people were to meet with their local district colleagues and develop an equity plan.
3. After the eight one-day workshops, local teams met and created a written equity plan for their district.

Second Year: 1986-87

Four one-day workshops on common equity topics were held from 8:45 a.m. to 3:30 p.m. for educators from the 21 participating school districts. The topics were chosen based on common needs identified by staff from the districts. The following provides a short description of each workshop:

Workshop #1: K-12 Instructional Modules and Resources for Career Exploration

Consultants/Presenters: Rich Miesfeld, High School Guidance Counselor, Spencer; Barbara Voight, Elementary and Middle School Guidance Counselor, Spencer; and Jeanne Miesfeld, Elementary Teacher, Colby.

The presenters preview recently developed instructional modules and other resources available in the 1987-88 school year to districts through CESA 10. These modules focus on developing self-concept, expanding options, gender equity, personal responsibility, economic self-sufficiency, nontraditional occupations, and career decision making.

WHO: Elementary and Secondary School Guidance Counselors
Elementary School Supervisors
Elementary and Secondary School Teachers

Workshop #2: Make a Brochure, Sell Your Program—Marketing Vocational Education and Vocational Equity

Consultants/Presenters: James Stone, Division of Marketing Education, University of Minnesota; and Kim Steen, Communication Technologies, UW-Stout, Menomonie.

The purpose of this workshop is twofold. First, it describes the basic principles of marketing and marketing vocational education and vocational equity. Second, it helps participants develop six to eight brochures to promote vocational education and vocational equity. Each participating district will receive a "camera-ready" copy of each brochure developed for use at the local district level.

WHO: Vocational Instructors
Guidance Counselors
Special Education Instructors

Workshop #3: "Career Survival Kit"—For Teen Education and Employment: A Single-Teen Parent Curriculum

Presenters: Francie Lindner and Darcy Mellen-Sullivan, UW Vocational Studies Center.

Curriculum designed to target the special needs of single parents focusing on Life Management Skills, Career Decision Making Skills, and Resources. This curriculum would meet legislative mandates for providing opportunities that can lead to economic self-sufficiency for teen single parents. Each district may send two participants.

WHO: At-Risk Coordinators
School Psychologists
School Counselors
Single-Parent Advocate or other appropriate persons

Workshop #4: Train a Trainer—Reviewing Educational Materials for Bias and Stereotyping

Consultant/Presenter: Ruth Guidinas, Madison Metropolitan School District.

Ms. Guidinas will present training and "hands-on" activities for detecting all types of bias (race, age, religious, gender, and so forth). Participants will be prepared to provide in-services to staff members at the local district level.

WHO: Curriculum Directors
Secondary School Principals
Elementary School Supervisors
7-12 Vocational Instructors
K-12 Nonvocational Education Instructors

Third Year: 1987-88

In the third year of the project, a workshop titled "Preparing for the 21st Century: Changing Roles, Changing Families, Changing Jobs" was held for students from participating school districts; 192

people attended, including 155 students. [See page 82 for the workshop agenda and page 83 for the evaluation form.]

Fourth Year: 1988-89

Four of the 21 participating districts made a districtwide commitment to participating in the Wisconsin Model [described in this book]. A K-12 staff equity inservice was held in the third week of August to prepare everyone for the equity project. [See page 85 for the inservice agenda and page 86 for its evaluation form.]

In summary, this staff development program is strong because it

- was scheduled over a period of several years;
- was developmental and built on the previous inservice sessions;
- was designed to bring together people in similar positions in a number of school districts for sharing and support;
- went beyond creating awareness to imparting skills; and
- led to concrete actions through the development of a plan or participation in a districtwide equity program.

Note: Pages 78 to 86 are not intended to be all-inclusive.

First-Year Workshop Agenda: CESA 10's Equity Project

Equity Equals Excellence		CESA 10 Vocational Equity Project
<i>Counselor Inservice</i> <i>January 21, 1986</i>		
8:30	Registration	
9:00	Welcome and Introductions	
9:10	Planning for Change: Developing a Vocational Equity Plan	
		Donna K. Boben
10:30	Break	
10:40	Sex-fair Counseling Strategies	
		James Knight
12:00	Lunch	
1:00	Effective Techniques to Achieve Sex-fair Counseling	
		Margaret Melleck
3:15	Inservice Evaluation	
3:30	Adjourn	

First-Year Pretest: CESA 10's Equity Project

Equity Equals Excellence

CESA 10, Spring 1986

Welcome! We are very pleased that you have chosen to participate in this exciting staff development project. Please take a few minutes to answer the questions below and place your completed form in the box near the registration table.

(Please Check) I am a Teacher ☐
a Counselor ☐
an Administrator ☐
Other _____

1. How important is the topic of sex equity in vocational education to you?

not important very important
1 2 3 4 5

2. To what extent are sex-role stereotyping and sex bias present in your school district?

very little a great extent
1 2 3 4 5

3. Do you believe that students in your district limit their occupational aspirations and choices because of sex-role stereotyping and bias?

do not limit limit a great deal
1 2 3 4 5

4. Please rate the degree to which you feel each of the following groups supports the goals of sex equity.

	not very supportive				very supportive
School Board and Administrators	1	2	3	4	5
Faculty and Staff	1	2	3	4	5
Community and Parents	1	2	3	4	5
Students	1	2	3	4	5

5. Please rate the amount of information, knowledge, and skills to promote sex equity in your school:

	very little				a great deal
that you have	1	2	3	4	5
that counselors have	1	2	3	4	5
that teachers have	1	2	3	4	5
that administrators have	1	2	3	4	5
that students have	1	2	3	4	5

6. To what extent would you like to be involved in equity activities in your school?

very little

a great deal

1

2

3

4

5

7. As an educator, what do you hope to gain by participating in this CESA 10 "Equity Equals Excellence" project?

8. What do you hope your school or entire district will gain as a result of this CESA 10 "Equity Equals Excellence" project?

First-Year Workshop Evaluation Form: CESA 10's Equity Project

Equity Equals Excellence Project

Inservice Workshop

Staff Position

Directions: Please indicate your response by circling the appropriate number.

Workshop Recognize the process for developing a three-year vocational equity plan.

Objectives: Investigate strategies and information for writing an equity plan.

	Not at All		Somewhat		To a Large Extent
Evaluation					
1. To what extent were the objectives of this inservice workshop accomplished?	1	2	3	4	5
2. To what degree were the explanation and written materials for developing an equity plan clear and understandable?	1	2	3	4	5
3. Were the small-group discussions helpful in identifying equity issues in the district which you serve?	1	2	3	4	5
4. Were an adequate number of resources provided to help analyze the degree to which sex bias may exist in the services provided through your staff position?	1	2	3	4	5
5. In your opinion, was there adequate discussion time available to clarify questions and concerns of the group?	1	2	3	4	5
6. Is your role in the development of the vocational equity plan clear?	1	2	3	4	5
7. Other comments, criticism, concerns:					

If you have additional questions or concerns, please contact one of the technical assistants listed in the equity plan guide.

Thank you for your cooperation and support of the equity project in CESA 10!

Third-Year Agenda: CESA 10's Equity Project

"Preparing for the 21st Century: Changing Roles, Changing Families, Changing Jobs"

Presenter: Amanda J. Smith, Durham, North Carolina

Holiday Inn
Eau Claire, WI
January 29, 1988

- | | |
|-------------|---|
| 8:30-9:00 | Registration—Juice, Coffee, Muffins |
| 9:00-9:15 | Welcome, Introductions, Housekeeping |
| 9:15-9:30 | Session 1: Working Together: Changes for Women and Men in the 21st Century |
| 9:30-10:00 | Case Histories |
| 10:00-10:15 | Session 2: Proving Sex Identity |
| 10:15-10:30 | Brainstorming Ways Society Expects Men & Women to Be Different |
| 10:30-10:45 | Session 3: Keys of Partnership <ul style="list-style-type: none">• Skills• Games• Dating Standards• Emotional Expression |
| 10:45-11:00 | Break |
| 11:00-11:30 | Session 4: The Gift of Womanhood and Manhood |
| 11:30-12:00 | Session 5: For and About Men |
| 12:00-12:45 | Lunch |
| 12:45-1:15 | Session 6: Women's & Men's Working Styles |
| 1:15-1:30 | Session 7: Decoding Men's & Women's Emotions |
| 1:30-2:45 | Session 8: Acceptance & Approval: Nobody Appreciates Me! |
| 2:45-3:15 | Vocational Youth Group Projects |
| 3:15-3:30 | Evaluation |
| 3:30 | Adjourn |

Third-Year Workshop Evaluation Form: CESA 10's Equity Project

"Preparing for the 21st Century: Changing Roles, Changing Families, Changing Jobs"

Presenter: Amanda J. Smith

Please Check: I am a ☐ Student ☐ Female
 ☐ Adult ☐ Male

Directions: Please complete this evaluation form indicating your feelings about each session.
 This information will help us plan future programs.

Rating Scale: 5 = Very positive
 4 = Positive
 3 = Neutral
 2 = Negative
 1 = Very negative

Session #1: Working Together: Changes for Men and Women in the 21st Century/Case Histories 5 4 3 2 1

What specific phrases or ideas did you agree with? Explain.

What particular phrases or ideas did you disagree with? Explain.

Session #2: Proving Sex Identity 5 4 3 2 1

What specific phrases or ideas did you agree with? Explain.

What particular phrases or ideas did you disagree with? Explain.

Session #3: Keys of Partnership 5 4 3 2 1

What specific phrases or ideas did you agree with? Explain.

What particular phrases or ideas did you disagree with? Explain.

Session #4: The Gift of Womanhood & Manhood 5 4 3 2 1

What specific phrases or ideas did you agree with? Explain.

What particular phrases or ideas did you disagree with? Explain.

Session #5: For and About Men

5 4 3 2 1

What specific phrases or ideas did you agree with? Explain.

What particular phrases or ideas did you disagree with? Explain.

Session #6: Women's & Men's Working Styles

5 4 3 2 1

What specific phrases or ideas did you agree with? Explain.

What particular phrases or ideas did you disagree with? Explain.

Session #7: Decoding Men's & Women's Emotions

5 4 3 2 1

What specific phrases or ideas did you agree with? Explain.

What particular phrases or ideas did you disagree with? Explain.

Session #8: Acceptance & Approval: Nobody Appreciates Me!

5 4 3 2 1

What specific phrases or ideas did you agree with? Explain.

What particular phrases or ideas did you disagree with? Explain.

Conclusion

Are there any topics you feel should be added to the discussion?

Was there anything you wanted to say but didn't? What?

State briefly your reaction to today's workshop.

Thank You!

Fourth-Year Inservice Agenda: CESA 10's Equity Project

"Four Stars"

K-12 Staff Equity Inservice

Thursday, August 18, 1988

Agenda

8:30 a.m.-9:00 a.m.	Registration—Coffee, Rolls
8:45 a.m.-9:00 a.m.	Welcome, Introduction, Housekeeping
9:00 a.m.-10:30 a.m.	Equity—Why Should I Care? Rev. Robert Worner, Arthur, North Dakota
10:30 a.m.-10:45 a.m.	Break
10:45 a.m.-12:00	Equity and Educational Excellence Barbara Bitters, Department of Public Instruction
12:00-12:45 p.m.	Lunch (provided)
12:45 p.m.-1:15 p.m.	Wisconsin Career and Vocational Gender Equity Assessment, Planning, and Action Model
1:15 p.m.-1:30 p.m.	CESA 10 FY89 Equity Project Linda Riley, CESA 10
1:30 p.m.-2:00 p.m.	Breakout for Planning Abbotsford (room to be announced) Facilitator: John Cavanaugh Spencer (room to be announced) Facilitator: Linda Riley
2:00 p.m.-2:15 p.m.	Break
2:15 p.m.-3:00 p.m.	Equity Resources K-6 Teachers and Counselors Presenter: Barbara Voight, K-12 Guidance—Spencer 7-12 Teachers and Counselors Presenter: Rich Miesfeld, K-12 Guidance—Spencer Principals and Administrators Presenter: John Cavanaugh, Instructional Services Director—CESA 10
3:00 p.m.-3:30 p.m.	Wrap-up, Evaluation

Fourth-Year Inservice Evaluation Form: CESA 10's Equity Project

"Four Stars"

K-12 Staff Inservice

August 18-19, 1988

Participant Reaction Sheet

Please fill out the following questions by giving your frank opinions and reactions to this inservice. Do not sign your name.

Female ☐ Male ☐

Job Title: _____

Program conducted at: _____ Date: _____

Have you ever attended a program similar to this? Yes ☐ No ☐

Inservice Content Evaluation

- | | | | | | | | |
|---|------------|---|---|---|---|---|-------------|
| | Not
New | | | | | | Very
New |
| 1. How new were the topics or materials to you? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
-
- | | | | | | | | |
|--|-----------------|---|---|---|---|---|------------------|
| | Very
Limited | | | | | | Of high
Value |
| 2. How relevant or useful was the inservice to your work—did it meet your needs? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
-
- | | | | | | | | |
|---|---------|---|---|---|---|---|---------------------|
| | Limited | | | | | | Highly
Effective |
| 3. How effective was the presentation in getting ideas across to you? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
4. Was there enough opportunity for questions and discussion?
Too much ☐ All that was needed ☐ Should have been more ☐
5. Do you feel the ideas and concepts can be immediately integrated into your work?
6. What was the *most* helpful information for you?
7. What was the *least* helpful information for you?
- | | | | | | | | |
|--|------|---|---|---|---|---|-----------|
| | Poor | | | | | | Excellent |
| 8. How would you rate the inservice overall? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |