

This section includes three information packets to be distributed among administrators, guidance counselors, and teachers. The packets include a survey description, survey, and information sheet. Data gathered from the surveys will be recorded using work sheets in Appendix G. Recipients should retain the “Strategies for Sex Equity” sheets found at the back of each packet and return only the survey portions.

Administrator Survey

The following survey has been developed for school administrators to assess and plan for an equitable school environment on a district and school level. The survey is designed to be used by superintendents, principals, and others involved in the management of the school.

Sex equity is an important school improvement issue. It is, however, complex and difficult to picture in action. We can examine administrative components such as: policy development, leadership for staff members, inservice, enrollment monitoring, scheduling, and community awareness. This survey helps individuals examine how educational equity looks from an administrator's perspective.

As educators responsible for preparing the next generation, it is imperative that we monitor and analyze the social and economic changes in the lives of women and men in our society. By acknowledging the current conditions and predicting the changes to come, we will be able to anticipate the needs of students who are now in school. We must help students prepare for a future characterized by change in the economy, the world of work, and in society.

Girls need to know that

- whether or not they marry and have children, they will probably be working for pay outside the home for a large part of their lives (30 years on average).
- they will need to support themselves and their families.
- unless they carefully prepare for paid work, they are more likely than males to be limited to low-paying jobs that provide little opportunity for advancement, or they are more likely to be poor and dependent on social service programs.

Boys need to know that

- if they marry, they likely will not be the only person in the family who works for pay outside the home.
- they are likely to share responsibilities in the home for meals, household management, and caring for children.
- sharing work inside and outside the home offers males the opportunity to assume greater career risks, to work in areas that once were stereotyped as appropriate only for females, to enjoy children, to share economic responsibilities, and to develop a shared partnership with a spouse.

All students need to know that

- traditional ideals about work, leadership, and social roles based on sex are unrealistic and are changing; both females and males can assume nearly any role if given adequate preparation and opportunity.
- female and male students should investigate a wide range of opportunities available and should prepare for careers.
- it is their right to receive fair consideration and treatment in school and in employment.

The following survey is designed to identify actions administrators can take to work toward building an equitable school climate. Each item is intended to assess what is currently being done as well as provide a planning guide for what can be done to promote equity. Following the survey, see the "Administrative Strategies for Achieving Sex Equity," which lists specific actions that promote equity. Retain this sheet for your future reference.

Administrator Survey

School/District Name	Title
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Directions: Listed below are steps school administrators can take to achieve vocational equity in school programs. For each item circle:

- 3 if it **has been** or is in the process of being done
- 2 if this is **in the planning stage**
- 1 if this **has not** been done, but will be considered

In the section below each item, please *list* the related actions that have been taken in your district or your school and what changed as a result. Please provide dates of actions and results, if possible.

	Has been done	Planning stage	Not done
1. Develop and implement a district policy statement on sex equity <i>List actions taken and resulting changes:</i>	3	2	1
2. Develop and implement a K-12 districtwide equity plan <i>List actions taken and resulting changes:</i>	3	2	1
3. Develop and implement an inservice program for staff members to become more aware of equity issues and actions that promote equity <i>List actions taken and resulting changes:</i>	3	2	1
4. Collect and analyze staffing pattern data by female/male <i>List actions taken and resulting changes:</i>	3	2	1

	Has been done	Planning stage	Not done
5. Actively select women to serve in leadership roles, such as department chairs, chairs of special committees, participants in leadership training sessions	3	2	1
6. Actively select men to serve in supportive/nurturing roles ..	3	2	1

List actions taken and resulting changes:

Ensure that equal employment opportunity is practiced in:

7. development of job descriptions and qualification requirements	3	2	1
8. advertisement	3	2	1
9. employment interviews	3	2	1
10. wages and benefits	3	2	1
11. opportunities for advancement	3	2	1

List actions taken and resulting changes:

12. Assist staff in providing a bias-free environment for students	3	2	1
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List actions taken and resulting changes:

13. Provide leadership in changing curriculum to ensure that both content and instructional materials are sex fair and help students prepare for expanding roles	3	2	1
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List actions taken and resulting changes:

	Has been done	Planning stage	Not done
14. Design the master class schedule to encourage sex-fair enrollment patterns. For example, avoid scheduling a traditionally female class at the same time as a traditionally male class	3	2	1
<i>List actions taken and resulting changes:</i>			
15. Monitor class enrollment trends, paying particular attention to any class or program enrolling more than 75 percent of one sex	3	2	1
<i>List actions taken and resulting changes:</i>			
16. Promote the idea of equity and educational excellence to parents and community members through advisory committees, task forces, newsletters, and so forth	3	2	1
<i>List actions taken and resulting changes:</i>			
17. Ensure compliance with federal and state pupil nondiscrimination requirements	3	2	1
<i>List actions taken and resulting changes:</i>			

	Has been done	Planning stage	Not done
The following activities are being used to promote equity:			
18. required vocational exploratory courses for all students	3	2	1
19. student orientation sessions that highlight nontraditional occupations and the training needed for these occupations..	3	2	1
20. prevocational classes or sessions that orient students to a nontraditional area	3	2	1
21. peer support groups for students enrolled and considering enrolling in nontraditional classes	3	2	1
22. active encouragement and support by counselors for students interested in nontraditional careers	3	2	1
23. Please describe the content and duration of any training in sex equity you have had.			

24. Check one (please do not omit):
- male
 - female

Retain this sheet for your information. Do not return it with the survey.

Administrative Strategies for Achieving Sex Equity

School administrators can promote equity in several ways. They can

- recognize equity as an important issue and actively plan for it;
- develop and implement sex-equitable policies;
- plan for and support staff development activities related to equity; and
- establish a school climate that promotes excellence in education, including equity for staff members, students, parents, and community.

Administrators can use the following strategies to promote sex equity at the district and school level:

1. Identify what already has been done to promote equity in the district and build on those activities.
2. Develop policies, procedures, and guidelines that specifically plan for equity.
3. Establish objectives, activities, and a timeline for activities that increase nontraditional enrollments and staffing patterns.
4. Analyze enrollment and staffing data by sex and by course to identify trends and possible intervention points.
5. Provide inservice programs on equity issues for all staff. These may include topics on current work statistics; family trends; and how to provide for a sex-equitable classroom using appropriate materials, curriculum, language, instruction, and beliefs.
6. Offer bias-free classroom technique suggestions in teacher evaluations, especially in courses where enrollments are predominately male or female.
7. Use staff meetings and other staff communication channels to build awareness and support for equity.
8. Actively plan to recruit men and women for nontraditional teaching and administrative positions.
9. Promote sex-equity issues with parents and community members through newsletters, school board members, and advisory meetings.
10. Develop a plan to review classroom, library, and guidance materials for evidence of sex bias and to modify these materials where appropriate. Adopt and use selection criteria for new materials that reflect diversity and equity.
11. Organize curriculum revision projects that redesign program content and activities to make them appropriate for both males and females and to prepare students for expanding and changing roles of women and men.
12. Offer exploratory courses at the upper elementary and middle/junior high school levels to encourage students to explore nontraditional options and familiarize them with language and equipment of the area.
13. Design the master class schedule so it encourages enrollment by males and females in every class. For example, a traditionally female class is not scheduled at the same time as a traditionally male class.

Guidance Counselor Survey

The following survey has been developed to assist guidance counselors in identifying equity issues and planning for equity in counseling programs. The survey is designed to be used by guidance counselors at the secondary level. However, elementary guidance counselors also may find the survey helpful as many strategies are appropriate for both levels.

Sex equity is an important developmental guidance issue. It often can be difficult to picture it in action. To understand equity within the framework of guidance and counseling, we can look at career exploration, enrollment patterns, recruitment and retention of students, counseling materials, tests, resources, and the role of counselor as an equity advocate. Following are some equity facts to help you as you think about the equity issue.

Women work for pay for the same reasons that men work for pay: to meet financial responsibilities, to achieve a sense of contribution to society, and to achieve a sense of personal fulfillment.

Opportunities for women to meet financial responsibilities and achieve societal and personal goals have been limited by the fact that women have been concentrated in a relatively few, low-paying occupational fields in the labor force. By expanding career choices and emphasizing the reality of job futures, both females and males will approach life work planning more realistically.

Only 7.2 percent of Wisconsin's female students are enrolled in nontraditional vocational courses; the national average is 13.1 percent.

From 1970 to 1985, there was a 90 percent increase in households maintained solely by women. Women, as well as men, need to actively plan for their work future.

The average level of education for both men and women workers in the United States is 12.7 years. Yet, women working full-time are paid an average of 70 cents for every dollar paid to men.

The following survey items list actions counselors can take to work toward building an equitable school climate. This survey is intended to assess current efforts to provide for equity, to teach counselors what could be done, and to serve as a planning guide for future efforts. There is a "Comments" section following each group of items.

Many equity activities may have been tried in your district. A great deal can be learned both from those that worked and those that did not. For this reason it is important to record the results of activities and revise or continue them. In the "Comments" section, make note of the equity strategies you have tried and their results.

Complete the survey and use its results to determine which areas need to be focused on in building equity into your school's guidance program. Following the survey, "Guidance Counselor Strategies to Achieve Sex Equity" lists specific actions that can be used to promote equity. Please retain this sheet for your future reference.

Guidance Counselor Survey

School Name

It has been shown that guidance counselors are key people in building sex-equity programs in schools. What are you doing to promote sex equity in your school? Listed below are some activities and actions that contribute to sex-equitable guidance programs. For each item, please circle:

- 3 if it **has been** or is in the process of being done
- 2 if this is **in the planning stage**
- 1 if this **has not** been done

In the "Comments" sections, *describe* what equity strategies you have tried and how successful they were. Please provide dates, if possible.

	Has been done	Planning stage	Not done
Section 1: Career Exploration			
1. Encourage students to make academic, career, and personal decisions on the basis of individual abilities, informed interests, and need rather than on the basis of their sex	3	2	1
2. Publicize current information about work force trends to point out the importance of increasing male and female options in career choices	3	2	1
3. Provide realistic information about students' probable job futures (for example, most women and men can expect to hold paying jobs even if they marry and have families)	3	2	1
4. Encourage young women and men to take courses that lead to economic self-sufficiency	3	2	1
5. Remind both girls and boys that mathematics and science are required for jobs of the future and that they should include these courses in their schedules	3	2	1
6. Point out that there is wage inequity by job area (for example, typically "female jobs" pay lower salaries than typically "male jobs")	3	2	1
7. Discuss job salaries as they relate to career interest with both female and male students	3	2	1
Nontraditional career options are presented to students on a regular basis through:			
8. preregistration sessions	3	2	1
9. career fairs	3	2	1
10. guest speakers	3	2	1
11. career education materials and activities	3	2	1

Comments (*Describe activities and results*):

	Has been done	Planning stage	Not done
Section 2: Enrollment			
12. Statistics are collected and analyzed by course and program to determine patterns in male/female enrollments on a regular basis. (More than 75 percent enrollment of one sex is considered an area of concern.)	3	2	1
Comments (<i>Describe activities and results</i>):			

Section 3: Recruitment and Retention of Students

13. There is a plan in operation that encourages students to enroll in nontraditional classes	3	2	1
14. The school is initiating new and earlier opportunities for students to explore nontraditional options at elementary and middle/junior high levels	3	2	1
15. Nontraditional role models—both men and women—are used as speakers for career days, shadowing, mentoring, and classroom instruction	3	2	1
16. Students enrolled or who plan to enroll in nontraditional classes are supported through support groups and contacts with role models and counselors	3	2	1
Comments (<i>Describe activities and results</i>):			

Section 4: Materials

17. Counseling materials, including tests and inventories, are reviewed; those that may reinforce bias and stereotyping are modified or eliminated	3	2	1
18. Career counseling materials are current, reflecting new and emerging and nontraditional occupations	3	2	1
19. Find and use materials that show the changing roles of men and women in our society, both in the family and in the workplace	3	2	1
20. Coordinate bulletin boards and displays that portray women and men working at a variety of jobs, including nontraditional jobs	3	2	1
Comments (<i>Describe activities and results</i>):			

Has been done	Planning stage	Not done
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Section 5: Equity Advocate

- | | | | |
|--|---|---|---|
| 21. Assist in planning staff development activities on equity issues | 3 | 2 | 1 |
| 22. Model sex-fair behavior in actions and words, conveying to others the importance of equality and appropriateness for both sexes of a wide range of roles and interests | 3 | 2 | 1 |

Comments (*Describe activities and results*):

- | | | | |
|--|---|---|---|
| 23. Developmental guidance is being implemented in this district | 3 | 2 | 1 |
|--|---|---|---|

Comments (*Describe activities and results*):

24. Please describe the content and duration of any training in sex equity you have had.

25. Check one (please do not omit):
- male
 - female

Retain this sheet for your information. Do not return it with the survey.

Guidance Counselor Strategies for Achieving Sex Equity

Guidance counselors can promote equity in several ways. They can

- recognize equity as an important issue and actively plan for it.
- incorporate equity concepts and actions into the K-12 guidance program.
- provide teachers with support materials that promote equitable career planning.
- ensure that they are meeting the requirements of Title IX and state laws outlining equity for counseling.

Guidance counselors can use the following strategies to promote sex equity at the school and district level.

1. Identify current strategies within the guidance program that are promoting equity and build on those activities.
2. When students are selecting courses and programs in which to enroll, encourage them to consider their options realistically. Remind them that
 - most men and women will hold paying jobs for most of their lives;
 - most men and women work out of economic need;
 - traditionally female jobs pay less than traditionally male jobs; and
 - even though greater choices are available, many students—especially girls—don't enroll in courses such as mathematics and science, which limit their choices in future coursework and employment.
3. Use career information that expands career choices:
 - materials that promote sex fairness;
 - bias-free language;
 - posters, graphics, displays, and other materials that expand career ideas; and
 - female and minority role models included as speakers on career days.
4. Reprogram computer career information systems to prompt students to explore nontraditional or higher wage and higher benefit occupations.
5. Review interest inventories and other assessment instruments and the interpretation of results for sex bias.

Teaching Staff Survey

This survey has been developed to help teachers assess and plan for a sex-equitable classroom. It is designed to be used by vocational as well as nonvocational K-12 teachers.

Sex equity is an important classroom issue. However, it is often difficult to picture it in action. We can, however, look at equity as it relates to the physical environment, curriculum, language, behavior management, and teacher attention. In this survey, we begin to look at what educational equity looks like in the classroom. Listed below are a few facts about equity to help you as you think about the issue.

Women work for pay for the same reasons that men work for pay: to meet financial responsibilities of home and family, to achieve a sense of contribution to society, and to achieve a sense of personal fulfillment.

Opportunities for women to meet financial responsibilities and achieve societal and personal goals have been limited by the fact that women have been concentrated in a relatively few, low-paying occupational fields in the labor force. By expanding career choices and emphasizing the reality of job futures, both females and males will approach life work planning more realistically.

Only 7.2 percent of Wisconsin's female students are enrolled in nontraditional vocational courses; the national average is 13.1 percent.

From 1970 to 1985, there was a 90 percent increase in households maintained only by women. Women, as well as men, need to actively plan for their work futures.

The average level of education for both men and women workers in the United States is 12.7 years. Yet women working full-time are paid an average of 70 cents for every dollar paid to men.

The following survey items include actions teachers can take to work toward building an equitable classroom climate. This survey is intended to assess current efforts to provide for equity, to teach instructional staff members what can be done, and to serve as a planning guide for future efforts.

Following the survey, see "Teacher Strategies for Achieving Sex Equity," which lists specific actions that can be used to promote equity. Retain this sheet for your future reference.

Teaching Staff Survey

School Name	Subject Taught
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Directions: Listed below are steps that teachers can take to achieve sex equity in the classroom. As you respond to the statements, think about your own classroom situation. For each item, please circle:

- 3 if it **has been** or is in the process of being done
- 2 if this is **in the planning stage**
- 1 if this **has not** been done, but will be considered

In the "Comments" sections, *describe* what equity strategies you have tried and the results.

	Has been done	Planning stage	Not done
Section 1: Curriculum and Materials			
1. Review curriculum, content, activities, and projects for appropriateness to both females and males on a regular basis.	3	2	1
2. Eliminate or modify materials or activities that may reinforce bias and stereotyping	3	2	1
3. Collect and analyze enrollment statistics by course and program to determine female/male enrollment patterns	3	2	1
4. Infuse ideas about careers in lesson plans. Incorporate current information on changing trends in the work force. Discuss the importance of expanding female and male choices in careers	3	2	1
5. Reinforce realistic job futures (for example, most women and men can expect to hold paying jobs even if they marry and have families)	3	2	1
6. Use materials that show the changing roles of men and women, both in the workplace and in the family	3	2	1
7. Plan student activities that help female and male students work together more effectively	3	2	1
8. Design course information materials such as brochures, course descriptions, and handouts to encourage both females and males to enroll	3	2	1

Comments (*Describe activities and results*):

Retain this sheet for your information. Do not return it with the survey.

Teacher Strategies for Achieving Sex Equity

1. Take the issue of equity seriously; it affects the classroom climate and the learning that occurs there.
2. Plan your classroom to portray sex fairness. Use posters and other visuals that show both males and females in traditional and nontraditional roles and that show males and females working together.
3. Check learning activities for sex fairness. Also plan lessons that focus on increasing students' equity awareness, knowledge, and skills.
4. Use inclusionary language in both written and verbal communication. Encourage students to do the same.
5. Direct class discussion to enable all students to participate. Studies have shown that teachers give more attention to male students, calling on them more frequently, asking them higher-order questions, offering them more assistance, and disciplining them more often.
6. Promote cooperation and integration of boys and girls through activities that help students work together more effectively.
7. Help students understand equity issues and the impact these issues have on their lives.
8. Avoid generalizations and sex stereotypes, such as "you drive like a woman."
9. In the classroom, use a variety of examples that portray men and women using a wide range of feelings, interests, skills, and career choices.
10. Encourage both sexes to participate in traditional and nontraditional activities.
11. Examine instructional materials for sex-role stereotyping, sex bias, and sexist language. Discuss and point these out to students.
12. Make a conscious effort to assign boys and girls leadership and support roles on an equitable basis, both within and outside the classroom (for example, on field trips).