
Data Tabulation Work Sheets for Staff Surveys

The three sets of work sheets in this appendix are to be used to record the responses from the staff surveys in Appendix D. Each set corresponds to a particular survey. They may be reproduced as needed. No key has been provided for the open-ended question about sex-equity training. For this item, tally those who have had sex-equity training and those who haven't. Then examine the duration of this training. Use this information both to help you contextualize the data from staff surveys and to help generate sex-equity training needs for your district.

Data Tabulation Work Sheet for Administrator Survey

Directions: This form is designed to be used with data compiled from the administrator surveys in Appendix D. For each item, enter the percentage for each of the possible responses for the total group, then by male and female. Tally and summarize responses to question 23 on a separate sheet.

Total No. = _____ No. of Males = _____ No. of Females = _____
 % of Males = _____ % of Females = _____

Key: 1 = this has not been done but will be considered
 2 = this is in the planning stage
 3 = it has been or is in the process of being done

N/% of Omits	Total (%)			Male (%)			Female (%)		
	1	2	3	1	2	3	1	2	3
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1. Develop and implement a district policy statement on sex equity
 List actions taken and resulting changes:

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2. Develop and implement a K-12 districtwide equity plan
 List actions taken and resulting changes:

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3. Develop and implement an inservice program for staff members to become more aware of equity issues and actions that promote equity ...
 List actions taken and resulting changes:

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4. Collect and analyze staffing pattern data by female/male
 List actions taken and resulting changes:

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N/% of Omits	Total (%)			Male (%)			Female (%)		
	1	2	3	1	2	3	1	2	3
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5. Actively select women to serve in leadership roles, such as department chairs, chairs of special committees, participants in leadership training sessions

List actions taken and resulting changes:

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6. Actively select men to serve in supportive/nurturing roles

List actions taken and resulting changes:

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Ensure that equal employment opportunity is practiced in:

7. development of job descriptions and qualification requirements

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8. advertisement

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9. employment interviews

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10. wages and benefits

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11. opportunities for advancement

List actions taken and resulting changes:

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N/% of Omits	Total (%)			Male (%)			Female (%)		
	1	2	3	1	2	3	1	2	3

12. Assist staff in providing a bias-free environment for students

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

List actions taken and resulting changes:

14. Design the master class schedule to encourage sex-fair enrollment patterns. For example, try to avoid scheduling a traditionally female class at the same time as a traditionally male class

List actions taken and resulting changes:

15. Monitor class enrollments, paying particular attention to any class and program enrolling more than 75 percent of one sex

List actions taken and resulting changes:

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N/% of Omits	Total (%)			Male (%)			Female (%)		
	1	2	3	1	2	3	1	2	3
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16. Promote the idea of equity and educational excellence to parents and community members through advisory committees, task forces, newsletters, etc.

List actions taken and resulting changes:

17. Ensure compliance with federal and state pupil nondiscrimination requirements

List actions taken and resulting changes:

The following activities are being used to promote equity:

18. required vocational exploratory courses for all students

19. student orientation sessions that highlight nontraditional occupations and the training needed for these occupations

20. prevocational classes or sessions that orient students to a nontraditional area

21. peer support groups for students enrolled and considering enrolling in nontraditional classes

22. active encouragement and support by counselors for students interested in nontraditional careers

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Data Tabulation Work Sheet for Guidance Counselor Survey

Directions: This form is designed to be used with data compiled from the guidance counselor surveys in Appendix D. For each item, enter the percentage for each of the three possible responses for the total group, then by male and female. Tally and summarize responses to question 24 on a separate sheet.

Total No. = _____ No. of Males = _____ No. of Females = _____
 % of Males = _____ % of Females = _____

Key: 1 = this has not been done but will be considered
 2 = this is in the planning stage
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Section 1: Career Exploration

- 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
- Publicize current information about work force trends to point out the importance of increasing male and female options in career choices
- 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)
- Encourage young women and men to take courses that lead to economic self-sufficiency
- 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
- Point out that there is wage inequity by job area (for example, typically "female jobs" pay lower salaries than typically "male jobs") ..

N/% of Omits	Total (%)			Male (%)			Female (%)		
	1	2	3	1	2	3	1	2	3

Data Tabulation Work Sheet for Guidance Counselor Survey

Key: 1 = this has not been done but will be considered
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 3 = it has been or is in the process of being done

N/% of Omits	Total (%)			Male (%)			Female (%)		
	1	2	3	1	2	3	1	2	3
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7. Discuss job salaries as they relate to career interest with both female and male students

Nontraditional career options are presented to students on a regular basis through:

8. preregistration sessions

9. career fairs

10. guest speakers

11. career education materials and activities

Comments (Describe activities and results):

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.)

Comments (Describe activities and results):

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N/% of Omits	Total			Male			Female		
	1	2	3	1	2	3	1	2	3
Section 3: Recruitment and Retention of Students									
13.	There is a plan in operation that encourages students to enroll in nontraditional classes								
14.	The school is initiating new and earlier opportunities for students to explore nontraditional options at elementary and middle/junior high levels								
15.	Nontraditional role models—both men and women—are used as speakers for career days, shadowing, mentoring, and classroom instruction								
16.	Students enrolled or who plan to enroll in nontraditional classes are supported through support groups and contacts with role models and counselors								
Comments (Describe activities and results):									
Section 4: Materials									
17.	Counseling materials, including tests and inventories, are reviewed; those that may reinforce bias and stereotyping are modified or eliminated								
18.	Career counseling materials are current, reflecting new and emerging and nontraditional occupations								

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N/% of Omits	Total (%)			Male (%)			Female (%)		
	1	2	3	1	2	3	1	2	3
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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

20. Coordinate bulletin boards and displays that portray women and men working at a variety of jobs, including nontraditional jobs

Comments (Describe activities and results):

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Section 5: Equity Advocate

21. Assist in planning staff development activities on equity issues

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 interest

Comments (Describe activities and results):

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23. Developmental guidance is being implemented in this district

Comments (Describe activities and results):

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Data Tabulation Work Sheet for Teaching Staff Survey

Directions: This form is designed to be used with data compiled from the teaching staff surveys in Appendix D. For each item, enter the percentage for each of the three possible responses for the total group, then by male and female. Tally and summarize responses to question 17 on a separate sheet.

Total No. = _____ No. of Males = _____ No. of Females = _____
 % of Males = _____ % of Females = _____

Key: 1 = this has not been done but will be considered
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Section I: Curriculum and Materials

1. Review curriculum, content, activities, and projects for appropriateness to both females and males on a regular basis
2. Eliminate or modify materials or activities that may reinforce bias and stereotyping
3. Collect and analyze enrollment statistics by course and program to determine female/male enrollment patterns
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.....
5. Reinforce realistic job futures (for example, most women and men can expect to hold paying jobs even if they marry and have families)
6. Use materials that show the changing roles of men and women, both in the workplace and in the family

N/% of Omits	Total (%)			Male (%)			Female (%)		
	1	2	3	1	2	3	1	2	3
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Data Tabulation Work Sheet for Teaching Staff Survey

Key: 1 = this has not been done but will be considered
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N/% of Omits	Total (%)			Male (%)			Female (%)		
	1	2	3	1	2	3	1	2	3

- 7. Plan student activities that help female and male students work together more effectively
- 8. Design course information materials such as brochures, course descriptions, and handouts to encourage both females and males to enroll

Comments (Describe activities and results):

Section 2: Classroom Learning Environment

- 9. Evaluate teaching behaviors that encourage equity (for example, nonsexist language, discipline, and reinforcement as well as equal attention to females and males)
- 10. Portray females and males in both traditional and nontraditional roles during discussions and visually in materials and displays such as bulletin boards
- 11. Incorporate the topics of sex discrimination, stereotyping, and bias into regular course content and discussions whenever possible
- 12. Help arrange for nontraditional role models—both men and women—to be speakers for career days, shadowing, mentoring, and classroom instruction

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N/% of Omits	Total (%)			Male (%)			Female (%)		
	1	2	3	1	2	3	1	2	3
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13. Involve students in identifying examples of sex discrimination, stereotyping, and bias in textbooks, curriculum materials, and media.....
14. Assist both boys and girls in recognizing that it is very likely their adult roles will include work, parenting, and homemaking
15. Model sex-fair behavior in actions and words that convey to others the importance of equality

Comments (Describe activities and results):

16. Check one:
 (1) male
- (2) female

Total	N	%

Data Tabulation Work Sheet for Teaching Staff Survey

Total		Males		Females	
N	%	N	%	N	%

17. Indicate the level(s) at which you are assigned:
- (1) elementary (K-6)
 - (2) junior high (7-8)
 - (3) senior high (9-12)
 - (4) K-12 specialist.....

18. Which of the following best describes the area you teach:
- (1) general (elementary, mathematics, English, physical education, music, and so forth) ...
 - (2) vocational (agriculture education, business education, technology education, and so forth)
 - (3) other (special/alternative programs) (specify) _____

