**GENDER EQUITY OBSERVATION FORM**

**OBSERVATION INSTRUCTIONS**

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| Complete the information in the upper left-hand corner.  Each row of the grid corresponds to one student/teacher interaction.  Please note in the comment column, any events that occur during an interaction that is indicative of the interaction quality. For example, unusually long interaction times.  Limit observation time to 30 minutes.  Student type – gender and ethnicity – circle in the first column; there should be two circles in each box; one for gender and the other for ethnicity.  Gender- F = Female M = Male  Ethnicity- A = Asian AA = African American  C = Caucasian H = Hispanic  P = Predominant ethnic group represented by 3 or more students  O = Students that do not fall into any of the listed ethnic groups  Frequency- 1 = The first time a student is called on during the observation period  R = Circled each time the same student is called on after the 1PstP interaction |

**DEFINITIONS OF RESPONSES**

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| **Verbal Teacher Responses –** include the following:  Acceptance – is recorded when a teacher explicitly or implicitly accepts a student answer as appropriate or correct. Examples include comments such as “ok”, “uh huh”, “right”, and “yes”. These reactions imply approval. Also mark acceptance when a student offers a response and the teacher does not make an explicit answer but instead continues with further comments or questions that imply the response was appropriate.  Praise – is recorded each time the teacher makes a comment clearly intended as praise or positive reinforcement. Examples include “Good job!”, “That’s exactly right”, “This paper shows much improvement”. Praise involves both the content of the teacher’s comment and the intonation of the teacher’s voice.  Higher Level Questioning – is recorded each time the teacher moves the learning along and challenges the student to think. It requires more complex mental processes than simple recall. For example, the teacher requires the student to use original thought, recall related facts from several sources, express an opinion and give reasons, predict the consequences of certain actions or organize and evaluate information in a new way.  Criticism – is recorded each time the teacher’s comments go beyond making corrections on a student’s work, appearance or conduct to clear, strong disapproval. It may involve a warning or penalty. Make + for positive criticisms and a – for negative criticisms.  **Nonverbal Teacher Responses** – include the following:  Wait Time – is recorded each time the teacher and students allow at least five seconds for thinking, i.e. the teacher waits five seconds before terminating the response opportunity (usually by asking another student the same question), assisting or providing additional information.  Physical Closeness – is recorded each time the teacher stands or sits within an arm’s length in a stationary position. Do not code if the teacher merely walks by a student. Record physical closeness if a student approaches the teacher and stands close by, if the teacher remains close to one or more students during an entire observation or if the teacher leaves those students and later returns. |

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**GENDER EQUITY OBSERVATION FORM**

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ One row corresponds to one interaction

Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Please limit observation time to 30 minutes

Observation Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ F=Female M=Male

Subject Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ A=Asian AA=African American C=Caucasian

P=please list the ethnic group H=Hispanic

Represented by this letter - P=Predominant ethnic group of 3 or more students

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ O=Students who don’t fall into listed ethnic groups

# of Boys\_\_\_\_\_\_\_# of Girls\_\_\_\_\_\_\_\_\_\_\_ 1=First time student is called on to respond

R=Recorded any time a student is called on afterward

Verbal Responses Nonverbal Responses

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Type | Acceptance | Praise | Higher Level Questioning | Criticism  + - | Wait Time | Physical Closeness | Comment |
| F M  A AA C H P O  1 R |  |  |  |  |  |  |  |
| F M  A AA C H P O  1 R |  |  |  |  |  |  |  |
| F M  A AA C H P O  1 R |  |  |  |  |  |  |  |
| F M  A AA C H P O  1 R |  |  |  |  |  |  |  |
| F M  A AA C H P O  1 R |  |  |  |  |  |  |  |
| F M  A AA C H P O  1 R |  |  |  |  |  |  |  |
| F M  A AA C H P O  1 R |  |  |  |  |  |  |  |
| F M  A AA C H P O  1 R |  |  |  |  |  |  |  |
| F M  A AA C H P O  1 R |  |  |  |  |  |  |  |
| F M  A AA C H P O  1 R |  |  |  |  |  |  |  |
| F M  A AA C H P O  1 R |  |  |  |  |  |  |  |
| F M  A AA C H P O  1 R |  |  |  |  |  |  |  |

Adapted from Project Intersect (Myra and David Sadker) & GESA (Delores Grayson)

Developed by Cranbrook Institute of Science and Oakland University (1996)

**Survey of Gender-Equitable Teaching Strategies**

Intern: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade:\_\_\_\_\_\_\_\_ University Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Briefly describe the student population you taught this semester.

# females: \_\_\_\_\_\_\_

# males: \_\_\_\_\_\_\_\_\_

Comments:

UGender-Equitable PracticesU:

Specifically name gender-equitable teaching strategies modeled by your cooperating teacher.

Specifically name gender-equitable teaching strategies you were able to implement. What caused you to do so?

Describe how your university supervisor addressed gender-equitable teaching.

How has the experience of using the Gender Equity Observation Form to evaluate your instructional practices made you more aware of equitable teaching behaviors?

**Thank you for your thoughtful responses.**

**You truly are the leaders in providing gender-fair learning environments.**