TAKE THE EQUITY CHALLENGE! (FOR INSTRUCTORS)

This checklist is designed to be used for self-assessment and as an aid in thinking about ways to create a gender equitable classroom environment. It is meant to be a learning tool for personal growth and a way of raising awareness about personal and systemic issues related to gender bias in schools. It is not an "evaluation". The assessment is for your eyes only, so be honest with yourself as you answer the questions. Do not spend a long time on any one question—just move quickly through the list. Read each statement and check the answer that best applies. If the statement does not apply to you or your situation, leave it blank.

I typically ...	Yes	No
1. Use gender-fair language and avoid labeling occupations as "male" or "female".		
2. Search for instructional materials that depict women and men in a variety of occupational and recreational activities.		
3. Support students who have enrolled in vocational programs not traditional for their gender.		
4. Conduct informal research studies in my classroom to raise awareness of how gender bias occurs (e.g., ask students to tally the number of times male versus females ask questions; discuss with students how gender bias impacts their experiences in school).		
5. Encourage students to make career decisions based on skills, abilities and goals, not gender.		
6. Provide opportunities for male and female students to work together on teams to solve problems.		
7. Serve as an example of non-sexist behavior and language for students and school staff.		
8. Mandate that students treat each other as equals.		
9. Whenever possible, when evaluating students' understanding of subject matter, use several forms of assessment such as essay, multiple-choice tests, journals, photographs, and performance tests.		
10. Encourage females not to hide their abilities for fear of appearing "too smart" compared to their peers.		
11. Require males and females to develop listening as well as speaking skills.		
12. Am committed to working to change patterns of gender bias and I recognize that this is an ongoing process.		
13. Am aware that gender bias in schools is a societal issue, not just and individual issue.		
14. Try to use real-life examples that both female and male students can relate to.		
15. Take an active role in working to eliminate gender inequities in my school.		
16. Discourage competition between males and females as groups.		
17. When a female claims that "she can't do it", after only making minimal effort, I offer suggestions but I don't take over for her of "let her off the hook".		
18. When I notice that particular students rarely speak out in class, I make an effort to change this pattern.		
19. Make efforts to share ideas about gender equity with educators in other schools and communities.		
20. Work with school guidance counselors to ensure that all students consider a range of career options and opportunities before making lasting decisions.		
21. Take advantage of community resources to help me promote gender equity in the classroom.		
22. Conduct peer observations with colleagues.		
23. Have read studies on gender bias in schools.		
24. When I hear students making sexist jokes, I intervene and explain why these are inappropriate.		

25. Encourage males and females to be nurturing.		
26. Make a conscious effort to deliberately reverse gender stereotypes (e.g., I ask females to demonstrate how to use a new piece of sports equipment or science apparatus).		
27. When females and male are working together in groups, I intervene if females are consistently being silent, ignored, relegated to stereotypical roles such as "secretary", or treated as subordinates.		
28. Invite visitors in non-traditional work roles to visit my classroom.		
29. Call on female students as often as I call on male students.		
30. Provide similar amounts of praise and encouragement to my female and my male students.		
31. Set the same standards of behavior for all students.		
32. My expectations for classroom performance are similar for male and female students.		